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Expenditure Patterns Among Alberta School Jurisdictions From 1977 to 1981

by

Ⓒ **Richard George Siler**

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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Supervisor

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Date..September 28, 1983..........

DEDICATION

To Helen, Nathan and Caryn

for their support and patience.

ABSTRACT

This study is an exploratory analysis of the expenditures of Alberta school jurisdictions for the period of 1977 to 1981. The study identifies various patterns of expenditures among the 138 jurisdictions.

The statistical techniques used are of particular interest as they were chosen for the specific purpose of producing groups of jurisdictions based on their expenditures during each of the five years studied. Once grouped, the jurisdictions were then researched further to determine the conditions which caused the particular spending pattern.

Expenditures were converted to standardized values and then placed into matrices with jurisdictions on one axis and the expenditure functions on the other axis. The matrices were rotated one quarter turn and factor analyzed. This resulted in the jurisdictions being grouped. The groups of jurisdictions were analyzed further to delineate causes for the grouping.

Results indicate that groups arise due to expenditures beyond the control of the decision makers within the jurisdictions. Conditions of geography, demography, and prescriptive educational regulations determine the expenditure patterns while local educational choices are restricted to decisions of how to accomplish ends instead which ends are to be accomplished.

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I. Introduction

Schooling in Alberta, as elsewhere, occurs within a constantly and often rapidly changing social, cultural, political and economic milieu. Any search for determinants of change from any one of these perspectives is bound to be incomplete due to the interdependent nature of the variables. In focusing on an economic perspective, this study examined the distribution by school jurisdictions of the financial resources available for education. While financial resources are not the only resources expended in the educational effort, the importance of financial resources is indeed central.

The importance of financial concerns has been expressed by McMahon and Geske (1982:32).

> . . .the sheer magnitude of educational costs and the large fraction of those costs borne by the taxpayer ensure that concerns with costs and cost effectiveness will remain a major public policy issue for the foreseeable future. The public and policymakers alike are concerned about the productivity of educational institutions and are asking "What are we getting for our money?"

It must be noted that the total cost of education, even in terms of expended funds, goes beyond the financial reports of the school jurisdictions. Expenditures by parents on supplies, clothing, social activities and extra-curricular support are not part of accounted expenses reported in the annual financial reports of the jurisdictions.

The focus of this study was on the expenditure choices made by school jurisdictions and thus did not take account of expenditures other than those reported by the school jurisdictions.

A. Purpose

As school jurisdictions provide educational services to their clientele, they must purchase resources. These resources include facilities and supplies as well as human resources such as teacher time and administration. As resources are purchased, expenditures are recorded according to a format prescribed by Alberta Education. The format used classifies expenditures into *functions* . These functions are simply categories into which expenditures are placed for recording purposes. They include the following:

1. Early Childhood Services
2. Elementary School Instruction
3. Junior High School Instruction
4. Senior High School Instruction
5. Special Education
6. Administration
7. Operation and Maintenance
8. Transportation of Pupils
9. Capital Outlay, Debt Services and Transfers
10. Community Services

This study examined the expenditures of Alberta school jurisdictions between 1977 and 1981 as recorded in their annual reports for those years. This examination consisted of a search for patterns of expenditure among the jurisdictions. Further examination involved a search for internal and external conditions or characteristics which may have created the expenditure patterns.

Expenditure patterns arise as decision-makers allocate funds to purchase resources. The resources purchased by a jurisdiction are a response to the perceived needs of the jurisdiction. A variation in educational needs, whether perceived or real, causes a variation in the allocation of resources and a corresponding variation in the reported function by function expenditures.

With 138 jurisdictions being examined certain similarities of patterns were bound to occur. While representing 138 specific sets of needs, the allocation decisions create similar patterns among those jurisdictions having similar needs.

Once grouped according to the expenditure patterns displayed, the jurisdictions within each group were examined to determine characteristics or conditions that may have contributed to the pattern displayed by the group.

The method used made it unnecessary to identify jurisdictions on the basis of type (division, county, district) or geography (rural, urban, suburban, etc.). By avoiding such arbitrary labels it was possible to relate the expenditure patterns to conditions which may have precipitated the patterns.

Using data for five consecutive years (1977 to 1981) permitted further analysis on a longitudinal basis. School jurisdictions displaying expenditure pattern changes from year to year were also examined for conditions which may have precipitated the changes identified. Longitudinal data also permitted groups to be checked for consistency of membership. Consistent membership provided a basis for accepting the groupings as valid representation of an experditure pattern.

The purpose of the study was therefore to apply and evaluate Q-matrix factor analysis as a method of grouping school jurisdictions. The study is financial in that financial data was used to create the data elements used in the factor analysis.

B. Assumptions

To provide a basis for the comparison of the data collected the following assumptions were made:

1. The accounting procedures of the jurisdictions did not change in such a way that they altered significantly the reporting of expenditures to Alberta Education.
2. Expenditures reported to Alberta Education are an accurate reflection of the educational effort of the reporting jurisdiction.
3. Changes in group membership result from a change in the expenditure pattern of the jurisdiction changing groups.
4. Factor analysis of a Q-matrix provides a statistical

basis for grouping school jurisdictions. A discussion of this assumption and its implications on the study is found in Chapter 3.

C. Delimitations

Financial statements of school boards contain data recording the revenues and expenditures according to the system set out in the Classification and Coding Manual of Alberta Education's Program Accounting and Budgetting material. This system involves categorizing revenues and expenditures in one of 73 categories for revenues as well as one of 58 object codes and one of 193 program codes for expenditures. Manipulation of all of this financial data from 138 school jurisdictions was not possible given the computer and financial restraints of this study.

As a result, this study used only the expenditures of the school jurisdictions for statistical calculations. Since total revenues are reflected in expenditures, no calculations were done using the revenues. While all Alberta jurisdictions were grouped originally, only those showing a consistent pattern were subjected to complete analysis.

The basic unit of study was the jurisdiction and not the school. However it must be noted that in some instances the jurisdiction was comprised of only one school. The focus of the study was on expenditure patterns between jurisdictions and does not consider differences within jurisdictions.

D. Limitations

The data used provide the limitations of the study. While data for a longer period of time could have been used to provide longitudinal verification of the existence of the expenditure patterns, the five year period was thought to provide sufficient data to indicate the existence of the patterns over a period of time. There was no reason to suspect the five years chosen were unique as a group but generalizability to previous or subsequent years, especially in relation to the group membership of any one jurisdiction, should be avoided.

Due to the specific nature of the finance program in Alberta, generalizability outside of the province is limited in relation to the factors identified. The factors or expenditure patterns occur as a result of spending to address needs and wants of Alberta citizens and Alberta Education. While it could be argued that educational needs and wants similar to those of Albertans are found elsewhere, these needs and wants were found to have very little effect on expenditure patterns in comparison to the spending which occurred to address conditions that were unique to the Alberta educational system. The conditions created by the various prescribed curricula, regulated building requirements, demography and geography of Alberta were unique conditions that had a large impact on expenditure patterns. Generalizability outside the province in relation to the factors identified should be verified on a sample of jurisdictions before drawing conclusions about the groups. A listing of the jurisdictions studied is found in Appendix A.

The method used to identify the factors however is useful over a broad area of applications. Factor analysis of a Q-matrix can be applied in any study involving multivariate analysis in which it is desirable to group the items being analyzed. While this study was designed to identify which factors within the financial operations were significant in producing expenditure patterns, the method is applicable to any study where factor identification is desired.

E. Definitions

Ability to pay is measured by the assessed real property value. Reporting it on a per pupil basis provides a unit of measure which is convenient for comparative purposes.

Conditional funds or conditional grants are those revenues which school jurisdictions receive that are either *categorical or designated.*

1. *Categorical funds* are those dispersed on the basis of a condition existing within a jurisdiction. These funds may be expended at the discretion of the authorities receiving them. Alberta Education refers to categorical grants as "fiscal equalization grants" and includes the following:
    a. Supplementary Requisition Equalization Grant

b. Declining Enrolment Grant
c. Small School Assistance Grant
d. Small School Jurisdiction Grant
e. Corporate Assessment Grant
f. Location Allowance Grant
g. Private School Opening Grant
h. Incremental Grant

These grants are fiscally equalizing in that they compensate jurisdictions for conditions experienced by the jurisdiction that cause an increase in resource costs. These grants are intended to alleviate undue financial burden placed on a jurisdiction as a result of conditions beyond the jurisdiction's control. The exceptional nature of the conditions addressed by these funds precludes them from support under the basic funding from the School Foundation Program Fund.

2. *Designated funds* are those dispersed for specific demonstrated need. Expenditure of these funds is restricted to the need being funded. Alberta Education provides the following:

   a. Early Childhood Services Grant
   b. Vocational Education Grant
   c. Extension Program Grant
   d. Language Program Grant
   e. Community Schools Grant
   f. Educational Opportunity Fund
   g. Learning Disability Fund

h. Schools for the Handicapped Grant
i. Orientation and Mobility Training Grant
j. Out-of-Province Grants for the Handicapped
k. Special Education Teaching Position Grant
l. Program Unit Grant

Unlike categorical funds, these funds may be expended only for the service designated by the grant. Only by spending on the designated service does a jurisdiction qualify for these funds. While categorical funds are granted on the basis of a condition existing within the jurisdiction, designated funds require a condition and an expenditure addressing the condition before funds are granted.

Efficiency has two aspects; production efficiency and exchange efficiency.

Production efficiency refers to the ratio of inputs of time and resources to desired outcomes. This form of efficiency is difficult to measure in educational endeavors as outcomes are often long term and not immediately apparent. A second difficulty is in relating outcomes to inputs as there is often very little basis for attributing outcomes to inputs.

Exchange efficiency refers to the appropriateness with which outcomes match needs. While production efficiency may be altered by manipulating methods or processes in the system, exchange efficiency can be altered only by changes of goals or outputs. A system may be very efficient at producing desired outcomes. However, if these outcomes are of no value in addressing the needs of the clientele, then the utility or exchange efficiency of the system is very low. When system outcomes are valuable, exchange efficiency is high.

Educational need has been defined in various ways throughout the literature. Needs may be societal, such as the need for literacy, or they may be personal, such as the need or lack of need for strenuous exercise. The distinction between want and need is also widely debated. For the purposes of this study, educational need is the pupil count of the jurisdictions. This definition assumes that each pupil receives funding according to their individual status and therefore the educational need is met through the funding formula. The educational need of the jurisdiction is then the count of pupils resident in the jurisdiction.

Equality of opportunity is having access to resources without relation to wealth or ability to pay. Before educational program equity can be achieved, the access to educational services must be equitable.

Equity deals with the fairness or justice with which benefits or taxes are distributed. Equity is produced through redistribution in which some must lose and some gain. Rideout (1980) and Augenblick (1979) provide similar definitions concerning equity in education finance. They see equity as one or more of the following:

1. equal access to resources by students (program equity),
2. equal dollar expenditure per student (fiscal equity),and
3. equal achievement of some measured educational output.

The requirements, funding, and evaluations of various levels of government are attempts to monitor the achievement of various combinations of these three equity criteria.

Fiscal neutrality exists when the operating expenditures of the jurisdictions are not related to the wealth of the jurisdiction. If the expenditures are made on the basis of need and funds are available to purchase resources without relation to the wealth of the jurisdiction, fiscal neutrality exists.

Function, when referring to expenditures, is a group of related expenditures in one of the following categories:

1. *Early Childhood Services* includes expenditures specifically for children of preschool age. These include spending on child services, parental development and pupil personnel services.
2. *Elementary Instruction* includes expenditures on classes and services recorded under program codes such as Language Arts, Mathematics, Science, etc. These programs are further dissected into specific sub-programs within each subject for the purposes of reporting. This study examines expenditures at the function level and therefore this very explicit accounting is not used. Expenditures in this function are for grades one to six.
3. *Junior High School Instruction* expenditures are recorded in a manner identical to Elementary Instruction but for grades seven, eight and nine.
4. *Senior High School Instruction* expenditures are recorded in a manner identical to Elementary Instruction but for

grades ten, eleven and twelve.

5. *Special Education* includes classes and services provided for four categories of students: mentally handicpped, physically handicapped, gifted, and learning disabled.
6. *Administration* includes personnel and supply expenditures incurred by trustees, central offices, duplicating services, staff development, and elections.
7. *Community Services* are expenditures on continuing education, extension programs, cultural programs, community meetings, and recreational services.
8. *Operation and Maintenance* includes expenses incurred during the upkeep of buildings, grounds, vehicles, equipment and cafeterias.
9. *Transportation* includes the cost of transporting pupils to and from school and is reported on the basis of student classification. This function also includes expenditures in lieu of transportation such as boarding, dormitories, or grants to those providing transportation to pupils.
10. *Contributions to Capital, Debt Services, and Transfers* includes operating funds expended on capital items or on interest payments.

These functions are those used as the subjects of analysis in this study. As such they become the variables whose interdependence and covariance create the factors or groups of school jurisdictions.

School jurisdictions are counties, school divisions, public districts, separate districts, consolidated districts, and regional districts of Alberta.

PAB is an acronym for Program Accounting and Budgeting. This system, used in Alberta during the period studied, allows for the retention of traditional accounting information to control expenditures while providing decision-makers with information enabling them to assess the purposes of the system in terms of resources which are being used.

Wealth is defined by Brown (1980:37) as "security against adversity, more freedom of action." While an individual's wealth may be assets, savings, or a secured income, for the purposes of this study jurisdictional wealth is the equalized assessment per pupil of the jurisdiction.

Other terms will arise throughout the thesis and will be defined as they arise for the context in which they appear.

F. The Problem

The dilemma of choosing spending priorities is a necessary result of limited financial resources. An analysis of how jurisdictions spend these resources reflects their individual and collective beliefs about the needs, requirements, and wishes of the clientele. The analysis of differences in spending between types of jurisdictions identifies priorities within the group of jurisdictions as compared to other groups.

Identification of priorities could only be accomplished after differences were delineated. The search for these differences required that four problems be addressed.

The problems addressed in this study are:

1. Are there patterns within the expenditure differences which exist among Alberta school jurisdictions?
2. Are the differences related to specific conditions or circumstances?
3. Is there a trend over time (1977-1981) in the changing proportion of resources expended by the jurisdictions on various functions?
4. Are these trends related to specific conditions or circumstances?

In seeking to answer these questions this study provides a starting point from which the effect of education finance in Alberta can be examined.

G. Significance of the Problem

Writing on the outputs of education, Cohn et al.(1980:9) write:

> . . .it is commonly recognized that educational outputs are functions of a number of types of inputs. . . .The school related factors are of particular interest to the economist because these are inputs that can be manipulated by school administrators and hence influence resource allocation in education.

When inputs to the educational system are analyzed, the analysis of the resource flow occurs at a point that can be subjected to alterations. Administrators at the school and jurisdictional level have control over many allocations, the most obvious being financial resource allocation. The decisions made concerning this allocation are reflected in the function by function expenditures. By analysing these expenditures one may see the results of allocation decisions.

The analysis of the data for this study was done on a post hoc basis. Campbell (1980) indicates that post hoc time series analysis of archival data can be useful in evaluating the effects of interventions by governmental agencies and institutions. In the absence of obvious or explicit interventions on the part of agencies it is possible to use a time series study to describe a gradual change in policy or perspective on the part of the agency having discretion over the variable being examined. Expenditure trends during the period of 1977-1981 provided the variable studied in this way.

A shift in expenditure pattern that occurred over time could be attributed to a change in resource allocation. Since this allocation was at the discretion of jurisdictional decision makers, the pattern change was considered indicative of a shift in emphasis on the part of those making the allocations.

Benson (1978) makes several statements concerning interventions in the educational process by agencies external to the educational institutions. A favoured and, according to Benson (1968) as well as Johns and Morphet (1975), an effective method of directing educational change is through intervention by funding changes. Such intervention is evident in the grants available to school jurisdictions under the School Grants Regulations.

Interventions can best be affected through conditions placed on grants. Funds that are dependent on the existence of a specific condition will translate into specific expenditures. The Learning Disabilities Fund or Community Schools Grant are of this type. Other funds, also dependent upon a condition, may not translate into specific expenditures. The Declining Enrollment Grant or Private School Opening Grant are not earmarked for specific expenditures. Whether based on specific need or implied need, categorical grants are interventions aimed at directing educational expenditures to improve efficiency or equity.

H. Organization of the Thesis

The purpose of this study, a statement of the problems, and pertinent definitions are contained in the first chapter. The assumptions made, delimitations, and limitations of the study precede the definitions.

Chapter II is devoted to a review of the literature relevant to the purpose of the study.

Chapter III provides a description of the data analysis techniques used and the implications of these techniques. Chapter IV is a discussion of the findings and the relevance of the findings to the problems stated in Chapter II.

The final chapter summarizes the findings and outlines some questions arising from the study. Relevant background information is contained in the appendices.

II. Literature Review

A. Introduction

The literature reviewed in this chapter was chosen to develop the background in which the study is pertinent. The topics of efficiency and equity are central to any study of public finance. One or both are invariably claimed as the goal of all decisions concerning the allocation of resources.

The allocation of resources necessitates exclusion or inclusion of various programs. The exclusion and inclusion of the various programs by school jurisdictions produces the allocation patterns which are the subject of this study.

The theme of control is also discussed as resource allocation is a form of control of inputs. The reasons for allocation choices are examined in the context of control.

The review concludes with an historical outline of the methods employed in the study; however an in-depth discussion of methodology is left to Chapter III.

B. Efficiency

> The school finance literature reflects a preoccupation with issues of equity and equality and has little to say about efficiency. . . while equality is often measured in terms of inputs, the measurement of efficiency requires that attention be paid to outcomes as well. (Thomas et al. 1982:100)

When the taxpayer experiences large and increasing costs, the public administrator comes under ever increasing scrutiny. Public expenditures become the subject of constant accounting. Efficiency criteria are used to evaluate budget decisions. As phenomena such as declining enrolments, shifting job markets, and inflation affect the educational process, concern about inefficiency increases.

Waste coupled with rising costs exemplifies an inefficient process. The pursuit of efficiency has taken many forms. McMahon and Geske (1982:11-12) describe several approaches to efficiency determination:

1. *Accountability testing* involves a check on whether the functions being financed are in fact being performed. Jurisdictions expend resources to purchase educational inputs. Accountability testing is simply an audit of expenditures. By examining the inputs to the educational process, jurisdictions can compare actual inputs to intended inputs; budgetted expenditures are compared to actual expenditures.
2. *Competency testing* attempts to measure whether the inputs being financed are producing the desired outputs. This is the purest form of production efficiency. Competency on predetermined criteria becomes the output measure and unit cost becomes the input measure. Unit cost of competent individuals measures production efficiency.
3. *Production function analysis* attempts to determine what does and does not contribute to increased learning. A survey of production function analysis in education has

been done by Lau (in Windham 1979:Ch. 2)[1]. These are detailed analyses of inputs. All production functions dissect inputs in an attempt to identify those components that are most efficient at producing desired outputs. At the same time those components which contribute little are also identified. Increased efficiency is sought through the funding of contributing components and elimination of those components which contribute little or nothing to the outcomes.

4. *Cost effectiveness analysis* can be useful in determining the costs related to different quantities of output. Economy of scale studies fall into this type of analysis. These studies examine the effect on outcomes of increasing inputs by one unit or decreasing inputs by one unit. The marginal utility of an increase or decrease of inputs becomes the determinant of resource allocation.
5. *Cost/benefit analysis* considers costs in relation to the expected value of the outputs. At the highest level these costs and outputs must consider the full social costs and full social benefits expected. While the student invests on the basis of personal costs and benefits, the administrator or elected official must consider the larger perspective. In studying the returns

---

[1] Charles Benson, Richard Rossmiller, Elchanan Cohn, J. Allan Thomas, Frances Kemmerer and David Monk have all developed production function analyses for education. Their functions are presented in McMahon and Geske (1982).

of higher education to the individual, McMahon and Wagner (1981) provide an excellent example of personal consideration. A much broader study, done by Lazear (1977), includes the spillover effects and opportunity costs of education.

While efficiency can be, and often is, the primary pursuit of managers, a second major theme, equity, must also be considered when examining education finance.

C. Equity

Emphasized in the literature of educational finance and the subject of many formal statements of public policy, equity is the primary value behind the various funding formulae that are and have been employed in North America during the past 50 years. Numerous definitions and classifications of equity have been proposed. Again using a hierarchy presented by McMahon and Geske (1982:20-21) equity can exist on various levels.

1. *Commutative Equity* is that of an unregulated laissez-faire market. Inefficiency is eliminated through competition. Those paying the education bill receive the educational services. While fiscal equity is achieved, program equity is sacrificed.
2. *Fiscal Neutrality* is a system of transfer payments which attempts to treat school jurisdictions as if they had access to an equivalent amount of wealth per student.
3. *Proportionality* attempts to use an equal effective tax

rate based on the ability to pay while simultaneously providing benefits based on needs of unequal students.

4. *Positivism* implies tax and benefit rates that are progressive in nature. This form of equity results in higher taxation rates for those able to pay and greater benefit rates for those in greater need. Positivism is often referred to as "Rawlsian equity" after its original author (Rawls 1977).

Writing on equity, Alexander (1982:213) says:

> Equity of educational finance constitutes a complexity of issues related to equal education opportunity. It is instructive to note that, from both the philosophical and legal viewpoints, equity is much broader than simple fiscal equalization. Fiscal equalization, while probably the most important building block to an equitable system, is less than adequate alone.

More often implicitly than explicitly, decisions concerning resource allocation are made with a view to both efficiency and equity. Any policy that purports or attempts to be socially optimal must embody both efficiency and equity. While efficiency in economic terms may appear to be optimized through commutative equity, efficiency in achieving social and educational goals is ignored by the commutative principles. Positivism achieves equity of outcome but results in large expenditures on a few of great need. The marginal utility of these large expenditures is very low in terms of opportunity cost to society.

D. Allocations

Decision-makers must choose to maximize both equity and efficiency. Schultz (1982) writes:

> The complimentarity between efficiency and equity in elementary and secondary schooling is being overlooked in the quest of equity. An optimum level of efficiency in our big school systems would, in all probability, contribute more to the cause of equity than any of the many school reforms now being imposed on our schools.

A model developed by Cohn (1982) attempts to provide a theoretical basis for such optimization. The model uses a production function to minimize inefficiencies while simultaneously measuring outputs for equity. By measuring outputs instead of inputs the model approaches positivism in equity. Progressive taxation is achieved but benefits are proportional rather than progressive.

As administrators and legislators attempt to emulate the achievement Cohn claims for his model, they create expenditure patterns which are the subject of this study. Decisions concerning resource allocation are made by local, legally autonomous school boards. These boards are composed of differing individuals and as such should create an enormous variety of allocation decisions. This study attempts to explain the reasons for the lack of variation in school jurisdiction expenditure patterns.

The complexity of the decision-making system arises for several reasons. With multiple levels of authority, decisions at one level affect and are affected by decisions at other levels. This interdependence is further affected by the fact that each level has a unique set of decision-makers. The attitude taken toward a school's budget is different than the attitude which is taken when considering an entire jurisdiction or the entire province.

As decisions are made, authority is exercised. The effect of this authority is felt by other levels of governance as control over various activities. Whether real or only perceived, external control is central to any discussion of education finance.

E. Control

Alberta Education makes clear many priorities concerning spending on educational services. The practice of prescribing most content and time allotments as well as prescribing materials to be used is evidence of their indirect control over much spending. The types, quality, size, and occupancy of school buildings is also prescriptive in that the use of school buildings is limited.

These prescriptions are evident in such publications as the **Junior-Senior High School Handbook**, **Program of Studies for Elementary Schools**, **Program of Studies for Junior High Schools**, **Program of Studies for Senior High Schools**, and the many available curriculum guides. These and various other provincial documents outline programs that schools *must* offer. This results in the predetermination of spending priorities and loss of direct control. As long ago as 1906, Cubberly stated the theme that forms the basis for present funding of education.

> The state owes it to itself and to its children, not only to permit the establishment of schools, but also to require them to be established - even more, to require that these schools, when established, shall be taught by a qualified teacher for a certain minimum period of time each year, and according to requirements which the state has seen fit to *impose*. (emphasis mine)

This theme of state responsibility for establishment, control, and funding pervades the writings of many authors.[2] The legal autonomy of school jurisdictions should not be seen as local control of the educational services. The use of designated and categorical grants combined with the prescriptions issued for basic education usurp control over educational services from the local authorities. Control lies with those who design and administer the grants and prescriptive guidelines for educational services. The choices left to the local authorities become choices of how to efficiently deliver the program and not a choice of what should be delivered. These efficiency choices then determine the spending pattern of the jurisdiction. The choices which determine equity are seldom made at the school jurisdiction level. However, choices concerning efficiency which are made at the school jurisdiction level still prove difficult and important financially.

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[2] Such writers as Harlan Udegaff, George Strayer, Robert Haig, Walter Garms, Charles Benson, and Mark Blaug restate Cubberly's point in varying ways.

F. Choices

Administrators must make decisions and value judgements concerning expenditures; decisions which are often supported by very little data. Not only are quantifiable data missing but differing priorities among stakeholders (staff, students, parents, legislators, and the general public) make data non-generalizable. Following are some factors which contribute further to the problem of setting priorities:

1. demands of accountability by funding sources and the public.
2. demographic changes which suggest an overall decline in school-age youth.
3. significant shifts in academic and technical requirements of occupations.
4. staff turnover as a result of these shifts.
5. inflationary pressures.

Faced with a variety of ideas concerning what education is to accomplish, how to accomplish it, and how to measure the accomplishment, efficiency seekers make enormously different decisions about spending priorities while pursuing the same ends. Spending choices result from individual decisions by voters, legislators, department heads, ministries and various employees. Garms et al. (1978:45) expressed the choice of spending priorities as follows:

> To view any choice as an impersonal, objective decision based on an accurate assessment of the electorate's opinion is indeed naive.

Decisions concerning expenditures are affected by the assumptions and values of those involved in making and implementing the decisions. These assumptions and values, while sometimes unknown to the decision-makers themselves, are in some instances stated. For example, Alberta Education's announcement in October, 1982 concerning the instituting of competency examinations along with their longstanding practice of reporting statistics and providing funds on a per pupil basis, are visible attempts at increasing efficiency.

Decisions favouring equity are also evident. Equity is the most touted and is perceived by most to be the most noble of funding goals. On June 12, 1981 the Minister of Education, Hon. David King, announced the appointment of the **Task Force on Financing K-12 Schooling in Alberta**. In defining the mandate of the Task Force, the Minister stated:

> . . .the Task Force shall focus on issues surrounding education finance in Alberta today, with particular attention to:
>
> 1. fiscal equalization and equity, as particular regards regional differences in the cost of providing schooling, and the sharing of local school board costs.
> 2. the locus of control, with regard to limits on local requisitions and modes of provincial funding.
> 3. equity of programs

This statement demonstrates Alberta Education's desire for equity in relation to financing of schooling. The grant structure of 1977 to 1981 (the period of this study) definitely reflects this commitment to funding equity. The pursuit of equity in educational effort is the topic of much study. The Task Force is an excellent example. Jefferson (1982) compared various methods of equalizing effort. Her findings indicate an availability of alternate methods to achieve very similar results. The key idea however was that equity is the goal all systems should pursue.

The presence of such agencies as the School Book Branch provide evidence of provincial attempts at cost equalization, while the prime purpose of the Alberta Correspondence School is program equity through distance education.

Equality of opportunity, the stated theme of Alberta Education's funding policy, is not denied by the differences in expenditure which are the subject of this study; in fact, these differences may point to the achievement of equality when variations in cost of similar services are considered. Symyrozum (1981) studied the variations in program delivery and showed that funding did have an equalizing effect. Brown (1980:1) states, "the conviction that education can narrow the gap between the haves and have-nots and promote a more fluid society is a major reason for public support and provision." By definition, the "have-nots" require more support than the "haves."

When differing needs and differing wealth exist, any attempt at equalizing effort must redistribute resources and thus create differences in expenditure. As funds are distributed, the distributing agency exerts some control over the expenditure of the funds. Jurisdictions heavily dependent on external sources or redistributed funds are therefore subjected to greater external control than those jurisdictions with a large share of their funds originating within the jurisdiction and subject only to local decisions.

The redistribution of resources which occurs with any equalization attempt requires that funds be accounted for to show the effects of the equalization effort as well as to provide the basic data for measuring efficiency.

Program Accounting and Budgeting (PAB) is the accounting system operative in Alberta. Alberta Education introduced the system in 1972, in an attempt to increase the exchange efficiency of school jurisdictions. Through the identification of educational need or desired outcomes, expenditures are matched to those outcomes. Analysis of expenditures incurred under the PAB system should then reflect chosen alternatives in the pursuit of educational equity and efficiency goals. Integral to the measuring of equity, efficiency, or any other parameter, is the use of standardized data. Unit costing has been the most preferred method of reporting financial data in educational studies.

G. Unit Costing

Reason and White (1966) provide a lengthy argument for the use of per pupil expenditure as the unit of analysis for expenditure studues. Their stand is reiterated by Knezevich and Fowlkes (1960:153) and added to by Fowlkes and Hansen (1952:474) with the following:

> . . . maximum value per dollar spent for public education might well be adopted as a working charter by all those responsible for business management of public education. Such a charter can be maintained only if financial accounting systems for schools are such that cost analyses of the type suggested can be made.

This unit has been widely analysed in various unit cost analyses in Alberta. Theses by Eurchuk (1970), Meek (1972), Myroon (1969), Palethorpe (1970) and Purkess (1971) all used per pupil expenditure as the expenditure unit analyzed.

Per pupil expenditure was also used by Gillis (1972) to examine the relationship between expenditures and student academic achievement. Deiseach (1974) and Jefferson (1982) examined the funds available on a per pupil basis under different funding formulae. Jefferson (1982:28) reports a study by Rossmiller and Moran from 1973 which used program unit per pupil costs. Symyrozum (1981) used this expanded unit to study Alberta jurisdictions. The per pupil unit was chosen for this study. The expenditures per pupil were done on a function by function basis. This provided expenditures as dollars per pupil spent on each of the ten functions examined.

Examination of expenditures using per pupil data creates data elements which relate the expenditures to the need. Assuming that the student count is a good measure of the educational need of the jurisdiction, dollars spent per pupil on various functions reflect the degree to which the school board perceives that function as a need. Those jurisdictions spending heavily on a per pupil basis in one function must be assumed to perceive a greater need in that area than those jurisdictions spending little on that function. School boards perceive needs according to their knowledge of provincial requirements and according to their own values and judgements of the electorate's desires. This dependence on the local school board's perceptions permits real needs to go unnoticed and frivolous wants to receive financial support. Thus control through provincial regulations is justified.

H. Summary

In Alberta the pursuit of equity and efficiency are both evident. The choices made by school officials concerning expenditures reflect the pursuit of one or both of these goals. As officials allocate limited resources to meet the perceived needs of their clientele, they must support certain needs while overlooking others. The problems addressed by this study concern the identification and description of the patterns these spending decisions create. The patterns should be seen as spending syndromes rather than a response to a specific need stimulus.

III. Methodology and Data Collection

A. Sources of Data

The data used in this study were from the audited financial statements of the school jurisdictions in Alberta during the years 1977 to 1981 inclusive. Compilation and recording of the data was done by Alberta Education. A copy of the computer tape containing the data was obtained from the data processing branch of Alberta Education. Pupil counts used to determine per pupil expenditures were taken from the "A forms" and "B forms" submitted to Alberta Education as part of the "School Opening Report" from each jurisdiction. The pupil counts used were those listed as "eligible enrolment."

B. Format of Data

Since all data reported to Alberta Education used the prescribed PAB form, the expenditures were already recorded on computer tape in a standardized format. Ten functions were used for analysis. These include eight functions taken directly from the data listings:

1. Elementary School Instruction
2. Junior High School Instruction
3. Senior High School Instruction
4. Special Education
5. Administration
6. Operation and Maintenance

7. Transportation of Pupils
8. Contribution to Capital, Debt Services, and Transfers

Two composite functions were added to facilitate the analysis:

1. Total Instruction is the sum of the three instructional functions. This function was used in the final step to search for extremely high or low relative proportional expenditures on instruction. This function was more useful than the separate instructional functions as some jurisdictions did not have expenditures in one or more of the instructional categories.
2. Total of All Expenditures includes the sum of the eight functions listed above. This composite function was used to calculate the proportional expenditure for each of the other functions.

Three functions reported on the financial statements were omitted from the analysis in this study.

1. Early Childhood Services was omitted due to the difficulty of finding the enrolment in the programs. The fact that some ECS programs operate under the auspices of the jurisdiction and others operate outside the control of the jurisdiction made the inclusion of this function meaningless. Those jurisdictions reporting expenditures in this function had their total expenditure reduced by the amount reported.
2. Community Services was also omitted due to the extreme variation in the reporting of expenditures in this

function. Most jurisdictions reported no expenditure in this function but did operate programs very similar to those accounted for under this function by other jurisdictions. When reported these expenditures were subtracted from the total expenditure to arrive at the value used as total expenditure in this study.

3. Surplus for the Year was not considered an expenditure for the purposes of this study. Since this study was concerned with how the funds were allocated to resource acquisition, surplus funds were considered not expended.

The fact that most jurisdictions reported no expenditure in one or more of these three functions made their use limited.

Expenditures for each function were placed in matrices. The size of the matrices were very similar with a slight variation in the number of jurisdictions. Table 3.1 provides the contents of each matrix used.

TABLE 3.1

Matrix Contents

YEAR	COLUMNS (functions)	ROWS (jurisdictions)
1977	10	137
1978	10	137
1979	10	138
1980	10	136
1981	10	135

C. Data Transformation

Due to extreme differences in the expenditures by various jurisdictions, a standardized data element form was needed to permit comparison among the jurisdictions. Expenditures per pupil were calculated by dividing the expenditure reported on a function by the number of students being serviced by the expenditure. The total enrolment for the jurisdiction was used in all calculations except the three specific instructional functions: elementary, junior high, and senior high. In these functions the enrolment in the specific division was used to obtain the data element.

D. Analysis of Data

Conversion to Z-Scores

The use of Z-scores was chosen as they convert the per pupil elements to a measure that is equal in its metric to the per pupil elements in all other functions. Comparison of per pupil expenditures on a dollar basis does not provide for this same type of comparison. The existence of a certain dollar difference on per pupil instruction does not mean the same as the equivalent difference on per pupil transportation or per pupil administration. This is due to the large per pupil expenditure on instruction as compared to the expenditure in other functions. Conversion to Z-scores provides a common metric for all data. All expenditures become a measure of deviation from the mean expenditure by all jurisdictions on that function. A Z-score of 0 indicates an expenditure equal to the mean for that function. Z-scores that are greater than 0 indicate above average expenditure and those less than 0 indicate below average expenditure. A Z-score of 1 or -1 indicates an expenditure one standard deviation above or below the mean. The expenditures, as Z-scores, were thus converted to a ratio scale measure before being factor analyzed. The Z-scores provided a ratio that compared the expenditure on a function within one year with the expenditure on the same function, in the same year, by all other school jurisdictions. A complete listing of Z-scores is found in Appendix C.

Factor Analysis

To group the jurisdictions according to expenditure patterns, a technique capable of finding some structure among a multitude of variables was needed. Factor analysis was chosen as it provides a statistical basis for grouping that was desired for the next step.

Factor analysis is based on the measurement of correlation, covariance, and interdependence between variables. The technique involves three assumptions as outlined by Adcock (1954:8):

1. Tests which measure the same thing must give similar results. This assumption can be reversed to read that similar results likely arise from tests measuring the

same variable.

2. Tests which involve some common characteristic will give results which agree to the extent of the commonness of the characteristic being measured. One may then expect that the extent of agreement will show the extent to which one is measuring the same thing.
3. When a test shows correlation with two or more other tests but the other tests do not show correlation with each other, it is assumed that the other tests are measuring a component of the first test that is not correlated to the other components.

Factor analysis results in *factor loadings* . These loadings range from -1 to +1 indicating a correlation ranging from perfect inverse (-1) to perfect direct (+1). The loading on a particular factor can be considered indicative of the extent to which the analyzed item matches the pattern or syndrome of characteristics that make up the factor.

Researchers debate the status of factors, taking two basic positions. The first is based on the writings of Spearman (1937). This group sees factors as useful systems of classification having no real measurable character. The followers of Thurstone see factors as real units and factor loadings as the "degree of conformity an activity displays with how that activity would be if a perfect correlation among all tests existed."(Thurstone 1947:38).

This study used patterns as the factors and thus leans more toward the classification model of Spearman.

Q-Technique

As this study was concerned with grouping jurisdictions and not expenditure functions, the matrices which contained the data were rotated a quarter turn. This rotation, known as the Q-technique in factor analysis, resulted in the expenditure functions becoming the subjects of analysis and the jurisdictions becoming the items of analysis. That is, the factor analysis produced loadings descriptive of the extent to which the jurisdiction conformed to a pattern of expenditure which made up the factor.

The Q-technique was devised by Stevenson (1936) and expanded by Burt (1938) as a method of grouping people according to personality *factors* made up of multiple traits. Reviewing the technique, Cattell (1952:91) says:

> Q-technique is thus an ideal method for finding types if such types actually exist with respect to the variables concerned. The individual who shows the highest mean intercorrelation with all others in the cluster is the most perfect representative of the type.

The Q-technique was therefore considered very useful for the purpose of this study as the grouping of the jurisdictions was followed by an attempt to identify those conditions which created the groups. Richards (1982) found the Q-technique applicable to education finance as a method of grouping jurisdictions.

E. Grouping of School Jurisdictions

Grouping of the jurisdictions in Alberta has traditionally been arbitrary according to geography or political structure. Ratsoy et al. (1981) used four groups found in much of the literature of Alberta Education: city districts, counties, divisions and others. This type of grouping has also been used by the Alberta School Trustees' Association and the Alberta Teachers' Association. It is a functional method of grouping for reporting or description.

This arbitrary grouping lacks a financial basis for group existence. That is not to say that arbitrary groups have no function. Other arbitrary groupings based on financial classification are possible and useful for specific hypothesis testing. Any arbitrary system is most useful when the purpose involves controlling some variable.

Random selection could also serve to group jurisdictions. When applying confirmatory statistical techniques this type of grouping would be most valuable. The verification of hypothesized relationships would require the use of randomly created groups.

The use of the Q-technique is most useful as a method of searching for groups when there are many variables influencing them. As such it was the grouping method chosen for this study.

The Number of Groups

If using arbitrary groups, the number of groups is also an arbitrary decision based on predetermined criteria. Random selection is no exception as it randomizes the group membership but requires that the number of groups be predetermined.

Factor analysis provides a basis for selecting the number of groups according to the purpose for grouping. As part of the matrix-algebraic computations performed by a factor analysis program, *eigenvalues* are derived. Eigenvalues are the roots of the matrix-algebraic equation that is the characteristic solution of the correlation matrix being factor analyzed. That is, they are an indication of the total amount of loading that was found among all jurisdictions analyzed. Eigenvalues of 0 result from totally random and uncorrelated relationships among the jurisdictions.

Various authors have suggested the use of eigenvalues for determining the number of factors that are useful for a factor analysis. Kaiser (1974) favors retaining all factors with eigenvalues greater than 1. His choice is defended by Kim and Mueller (1978:43) in the statement, "This simple criterion seems to work well, in the sense that it gives results consistent with explainable differences."

Another popular eigenvalue criterion is to retain all factors with eigenvalues greater than 0. This criterion is especially popular among those studying data with low factor loadings and uncertain grouping.

An eigenvalue use advocated by Cattell (1965) is a "Scree-test." This method involves examining a graph of the eigenvalues and extracting those factors which occur prior to a horizontal levelling of the graph. Linn (1968:52) states:

> . . . this method is superior to others where there are minor factors and the interest is in locating only major common factors.

Richards, using all Alberta jurisdictions and 60 functions of revenue and expenditure in a Q-matrix factor analysis, found that "the data formed a smooth curve" when the eigenvalues were graphed.(Richards 1982:3-4)

Table 3.2 provides a list of the eigenvalues for the matrix solutions from the five years of this study and Figure 1 provides a graphic display of the same values.

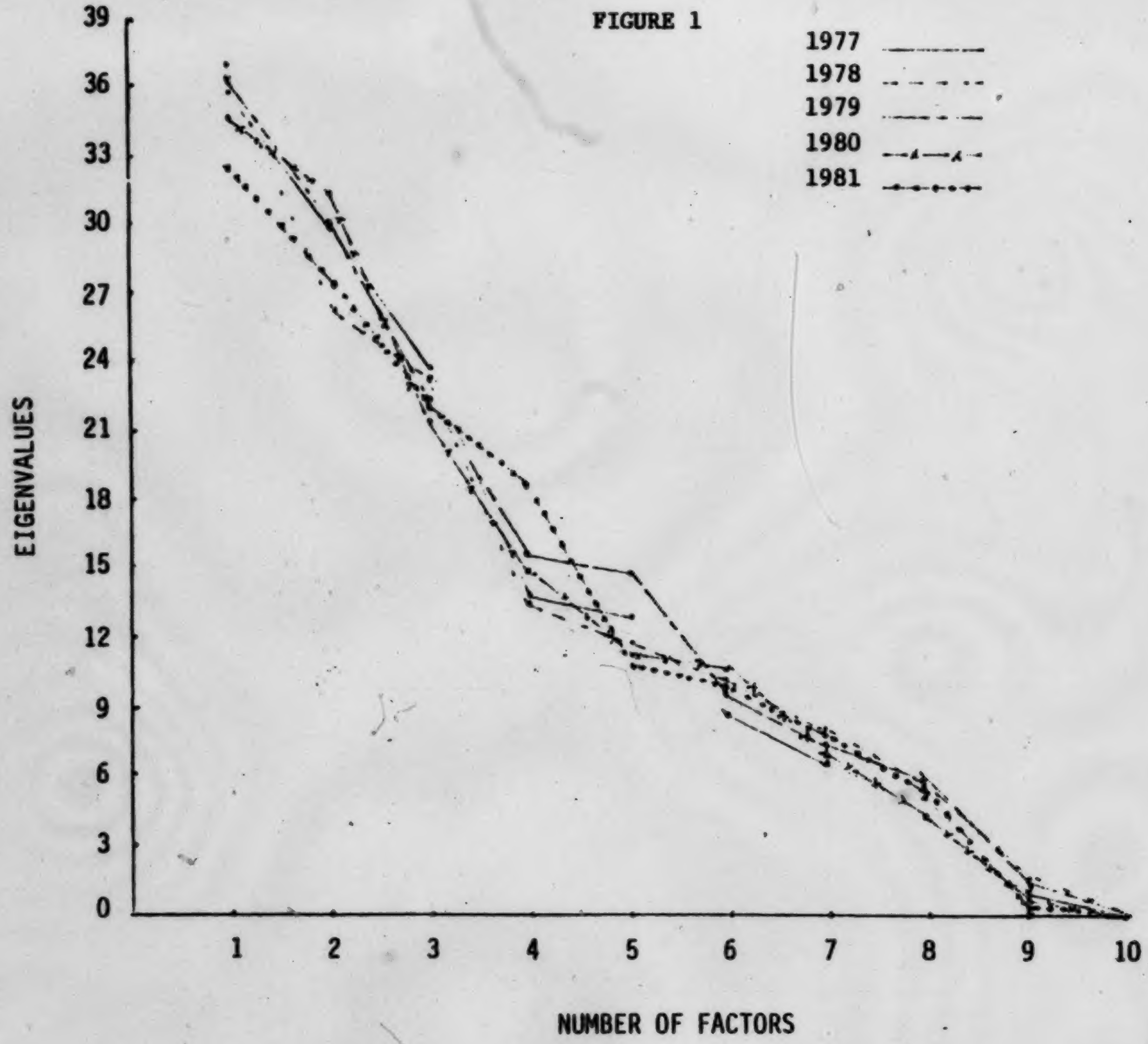
TABLE 3.2

EIGENVALUES

1977	1978	1979	1980	1981
35.7	37.2	36.2	35.1	32.5
29.9	26.6	30.0	31.4	27.3
23.9	23.2	22.5	21.5	23.1
13.8	13.7	15.6	14.9	18.8
13.0	11.8	14.9	11.5	10.8
8.8	10.3	9.3	10.5	10.0
6.2	8.0	7.0	6.4	7.9
4.9	5.1	5.6	4.1	5.2
0.8	1.1	1.0	0.6	0.5
0.0	0.0	0.0	0.0	0.0

Another method of selecting the number of factors has been labeled by Harris (1967:372) as "the criteria of

FIGURE 1


1977
1978
1979
1980
1981
EIGENVALUES
39
36
33
30
27
24
21
18
15
12
9
6
3
0
1
2
3
4
5
6
7
8
9
10
NUMBER OF FACTORS

interpretability." The basic criterion in this method is to extract those factors which can be interpreted by independent criteria and let the final decision rest on the reasonableness of the solution. Kim and Mueller (1978:45) state:

> This criterion is elusive but, fortunately or unfortunately, all of us must live with it in order to communicate our findings.

On the basis of the graph as well as the fact that four factors were interpretable using external criteria, the decision to extract five factors was made. The fifth factor was extracted to provide a cluster into which all jurisdictions not loading on any of the first four factors could be placed.

Group Characteristics

The matrices of factor loadings shown in Appendix D were used to group the jurisdictions. Each jurisdiction was grouped according to its highest positive loading and other loadings >.700. Those jurisdictions loading <.400 on all of the first four factors were placed in the fifth group.

The factors or groups were then examined by selecting the most positive and negative loading jurisdictions for each of the factors. As stated by Cattell (1952:91), the highest factor loadings are indicative of a jurisdiction which conforms most closely to the combination of variabilities making up the factor. By choosing the five highest loading jurisdictions, it was possible to examine independent conditions and characteristics common to the group from which the five were chosen. The most negative loading jurisdictions for each factor were also examined to verify the absence of the conditions which were considered common to the positive loading jurisdictions.

Four factors were interpretable in this way. The groupings were based on the interaction of many variables and therefore exhibit similarity of pattern rather than similarity of any single variable. Concerning costs and causality Coombs and Hallak(1972:81) make the following comment:

> Serious errors can result from assuming simplistically that some major element of recurring costs will remain static. The real issue is how fast and how far each of these elements is likely to travel in a given period.

While differences may often appear obvious, attempts at answering why they exist will just as often lack any evidence of singular causality. Indeed the grouping of the jurisdictions points to the multiplicity of interrelationships that exist between factors creating the differences.

Richards found the main strength of the method to "relate to the utility of grouping school jurisdictions." (Richards; 1982:15) A stated weakness of the method concerns the mathematics used in doing a factor analysis.

The final procedure in the study involved a longitudinal examination of the groups in search of conditions or characteristics which remained unchanged over time and contributed to the identity of the group.

F. Proportional Expenditures

As an aid to complete analysis, the dollar expenditures per pupil were converted to a percentage of the total dollar expenditure per pupil for each jurisdiction. This was done by dividing the dollars expended on each function by the total expended on all functions.

The data obtained were used in the last step of the analysis as an aid to identifying the characteristics of each of the five groups. The percentage expenditures for each jurisdiction are shown in Appendix B.

G. Summary

The data gathering and subsequent analysis involved several steps. Using data reported on standard forms, the design involved two conversions and a factor analysis. The resulting data elements provided the basis for grouping school jurisdictions based on expenditure patterns.

Once grouped, the jurisdictions which were considered indicative of each group were studied further to discern conditions and/or characteristics which may have contributed to the observed pattern. Due to the exploratory nature of the study, no attempt was made to statistically verify the relationships observed.

IV. Interpretations of Results

A. Discussion of Problems

Following is a statement of the problems examined by the study and a discussion of the results of the study as they relate to each problem.

Problem 1.

Are there patterns within the expenditure differences which exist among Alberta school jurisdictions?

Due to the nature of the factor analysis, the jurisdictions were expected to separate into groups on the basis of their factor loadings. These loadings were a measure of how well the jurisdiction conformed to a particular expenditure pattern. The decision to use five groups was made as a result of finding four groups which were identifiable through external criteria. The fifth group was composed of those jurisdictions showing very transient group membership or no group membership.

The fact that many jurisdictions appeared within the same group in all years indicates that a pattern of expenditures exists within the group. The factor analysis grouped the jurisdictions according to their expenditure pattern for each year independent of their pattern in any other year and independent of any other criteria. Since the groups created by the factor analysis displayed a consistent membership year after year, the factor or expenditure pattern also existed from year to year. The pattern was not unique to a particular year but recurred over the five years studied. Among those jurisdictions loading >.650 on any of the first four factors in 1981, the group membership remained intact throughout the five years studied.

A second observation concerning the groups is also significant. The jurisdictions were subjected to five separate factor analyses, one for each of the five years. The existence of consistent group membership over the five factor analyses provides evidence of the consistency of the pattern. However the rank of the factors changed from year to year but the groups remained as identifiable groups. For example, the group with high factor 1 loading in 1977 loaded on factor 4 in 1978, factor 2 in 1979, and then returned to factor 1 in 1980 and 1981. This is explained by the nature of factor analysis. The factors are ranked according to their ability to discriminate between jurisdictions, with factor 1 being the best discriminator, factor 2 second best, and so on. The movement of the group among factors indicates that in some years the expenditure pattern which the group was following was a better discriminator than in other years.

Due to the transient nature of the factors, any reference to the factor rank must be for a specified year only. Reference to group number also must be either for a specified year or be considered nominal instead of ordinal.

The results of the factor analysis and subsequent examination clearly indicate the existence of expenditure patterns among the jurisdictions studied. These patterns are strong enough that they remain through five factor analyses, one for each of the five years. The existence of patterns is easy to see; however the reasons for their existence is a more speculative matter.

Problem 2.

Are the differences related to specific conditions or circumstances?

As outlined in Chapter III, one of the most useful ways to choose the number of factors or groups extracted by factor analysis is to verify the groups' characters through criteria not related to the factor analysis. This process of verification provided the answer to problem 2.

In an effort to choose the number of significant factors and thus the number of groups to be extracted, it was necessary to seek independent criteria that the group members had in common. These independent criteria were considered to be the conditions and characteristics which create the expenditures.

Various other criteria were examined: geography, population, demography, number of schools, and size of schools. A financial criterion, percentage of total expenditures spent on each function, was also used. This criterion was considered somewhat independent as it is not directly connected to the Z-scores used in the factor analysis which produced the groups.

Before searching for independent criteria the jurisdictions considered exemplary of a group were chosen. The use of high and low loading jurisdictions provided the starting point of this search. The jurisdictions with the most extreme loadings are shown in Tables 4.1 and 4.2.

TABLE 4.1

Jurisdictions Loading Most Positively

YEAR	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
1977	1170	1190	4670	3230	4020
	1070	2120	4130	4240	3050
	1050	2210	7020	4320	3030
	2080	1150	4680	4390	3020
	1220	2180	4570	4100	4010
1978	4110	3140	3320	2040	2220
	4380	3200	4250	2200	1080
	4180	4060	4590	2180	4170
	3220	4370	3280	1270	4070
	3250	3130	1290	1150	1020
1979	4150	2290	4720	4500	3140
	7010	2270	4570	4170	4370
	4280	2280	4210	4590	3130
	3220	4060	3280	1270	4070
	4050	1170	4600	3160	3050
1980	1040	4100	1180	4670	3050
	1080	4040	1110	4270	4020
	2280	4390	2290	4210	3240
	1020	4320	1190	4070	3130
	2200	4150	2160	3110	3140
1981	2260	3100	2270	2190	4730
	2200	3240	2290	4010	4420
	1270	4370	2090	3230	4320
	2180	4520	1110	3030	4270
	2140	3220	2220	3070	4720

TABLE 4.2

Jurisdictions Loading Most Negatively

YEAR	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
1977	3240	3280	1140	1280	3060
	3100	4390	2250	8010	3080
	4110	1290	5020	8020	3150
	6010	4520	3110	2160	5010
	4580	4260	2130	3130	3310
1978	2150	5010	1090	4420	8010
	1100	1210	2240	4520	4160
	2050	5020	4570	4150	1280
	2210	2120	2270	3260	8020
	2070	1030	4210	4050	3430
1979	1100	3260	4110	1190	5020
	2100	3430	5010	1110	2130
	2210	3350	4140	4680	1090
	1070	4160	2020	3100	1210
	1010	3200	3320	8010	2170
1980	3430	1100	4250	1150	5020
	4160	1070	4590	2080	3460
	4900	2090	4140	2020	2120
	3160	2100	4260	4480	2170
	3260	2300	4110	5010	2270
1981	6010	1050	3280	3160	1280
	4260	1070	3060	1150	2040
	4930	2210	4140	1290	1250
	4900	1010	4250	4480	4110
	4570	1100	3430	4420	8010

These extreme jurisdictions were the ones examined in detail, in search of the conditions and characteristics which would verify the factor analysis and which may have created the expenditure patterns or factors.

Many other jurisdictions were consistent group members in four of the five groups. Of the 138 jurisdictions analyzed, 79 maintained their group membership throughout the five years. Group membership was established as having a factor loading of >.250 if the group was loading positively or <-.250 if the group was loading negatively.

Of the 59 jurisdictions having at least one year without group membership,[3] 19 jurisdictions had no positive loadings >.250 in any of the five years studied.

The difficulty in establishing factor labels through independent criteria arose from the fact that the jurisdictions considered most indicative of the factor or group changed from year to year. The resulting characteristics appear overly simplistic and sometimes trivial but their consistent recurrence was considered more important than their possible contribution to the expenditure pattern.

Group I

The largest group in terms of membership was composed of counties and divisions with the following characteristics:

1. Total per pupil expenditure was above the mean in

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[3] That is, no factor loadings >.250 or <-.250.

all cases.

2. Per pupil expenditure on transportation was very close to the mean for all jurisdictions and consistently near 10% of the total expenditure of the jurisdiction.
3. Administration expenditures per pupil were below the mean.
4. While rural in nature, many jurisdictions in this group had one or more towns of >2000 population.

Among the contributing conditions, the most obvious was the form of governance. All except one were either counties or divisions. Though rural, their transportation spending was average. Administration in the six jurisdictions contacted consisted of principals, some vice-principals, and very few central office or clerical personnel. The percentage by function expenditures for this group were off the mean but certainly not extreme for any function.

Group II

Membership in this group was medium-sized districts with the following characteristics:

1. There were very low per pupil expenditures on transportation.
2. There were above average per pupil expenditures on high school instruction and below average expenditures on elementary instruction.
3. The number of students per school was more than

double that found in Group I jurisdictions. This finding was derived by dividing the total number of students by the number of schools in the jurisdiction.

4. There were above average expenditures on special education.

Again, governance is a distinguishing characteristic as all but three members were districts. The tendency for districts to have small land areas is reflected in the low transportation expenses.

The existence of composite high schools with vocational, business, and other specialized programs, is evident in the high expense of high school instruction. The large elementary schools made possible through high student population density may account for increased staffing efficiency, and thus lower elementary instruction costs.

This group displays the cost effectiveness of large centralized schools and the high cost of program equity in specialized programs.

Group III

The large urban districts compose the third group. Though small in number[4], this group maintained high (>.600) loading in one factor or another during all years, indicating a strong pattern. The members of this group often appeared in the negative loadings opposite Group I. This would indicate that there existed something in the pattern of Group I that is very uncharacteristic of this group. However, of the variables analyzed, none was obviously opposite between Group I and Group III. Financial differences were not readily apparent, but external criteria provide some basis for the differences. The concentration of the student population is the most obvious.

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[4] The number of jurisdictions loading with this group varied from seven to nine.

Other characteristics include:

1. Very large student populations within a relatively small land area.
2. Above average expenditures on instruction as a percentage of total but not in terms of per pupil costs on the instructional functions.
3. Above average per pupil expenditure on capital outlay, debt services, and transfers.

These conditions point to two needs experienced by jurisdictions with large populations: the need for ever increasing facilities and the need for special programs. As the jurisdiction grow in population there is a demand for more facilities and an increase in special programs. Even without large population increases, the demand for facilities arises as the student population becomes concentrated in the newer areas with young families. The years studied were years of rapid urban expansion and large capital expenditures as boards were forced to build new facilities while existing facilities in older areas were under-utilized. The option of transporting pupils from the areas of high concentration to those with excess capacity was not chosen. This was evidenced by the relatively low transportation spending by these jurisdictions.

It was not possible to determine, from the data used, whether these jurisdictions spent a larger than average proportion of their budget on instruction local choice, more expensive supplies, or due to the employing of more experienced, higher qualified and thus more expensive teachers.

Examining the administration function of this group provided an interesting insight. While there was no common Z-score pattern among the entire group, the group did divide very neatly into two groups with distinct expenditures on administration. The four largest jurisdictions had expenditures very near the mean on a per pupil basis. The other group members had expenditures well above the mean and a relatively high percentage expenditure for administration. This seems to suggest that the very large jurisdictions provided administrative and specialist support more efficiently than the smaller jurisdictions.

Group IV

The fourth distinguishable group was composed of rural counties and divisions with the following conditions:

1. Large land areas with low population densities.
2. Many schools with populations of less than 100.
3. Very high transportation expenditures.
4. Very low high school populations.

The geography of this group and its obvious differences from Group III are evident. The total per pupil expenditure was highest among this group. The extremely high transportation expenditures were major contributions to the high total. The existence of small isolated schools creates above average instructional costs and maintenance costs.

The fact that these jurisdictions must operate so many small schools is a major influence on all expenditures. Busses are run below capacity, pupil-teacher ratios are low, janitorial services are expensive and administration is often an extra assignment instead of a full time occupation. The high per pupil costs experienced by these jurisdictions seldom included any expenditures for special programs, vocational education, or alternate programs. While equity of program opportunity is attempted, the cost of complete equity is prohibitive.

Group V

This group could best be classified as "others", since their group membership was due to the fact that they did not load consistently or heavily on any factor.

While their expenditure pattern was not identifiable, the members do have some common characteristics.

1. All had student populations below 1000.
2. Many did not offer instruction in one of the three instructional categories.
3. Transportation expenditures were either very small or very large in relative terms.
4. Extreme expenditures in one function was quite common.
5. Several jurisdictions had one school only.

The fact that many were single school jurisdictions may explain the unusual loadings. Special circumstances within the school have a much larger impact than if there are other schools to balance out unusual circumstances. With only one school, the board is free to make situational decisions that they could not make if there were other schools to deal with as well. Specific problems result in extreme expenditures in one function as board members attempt to alleviate the problems. Such seemingly minor things as an increase in staff or a change of textbooks would have a far greater impact on single school jurisdictions than on jurisdictions with large multi-school budgets.

An example of this shows in the expenditures on administration. Jurisdictions in this group who chose to employ their own superintendent spent as much as 27% of their budget on administration, while those choosing to share a superintendent spent as little as 1.8%.

Summary

The groups delineated are identified on the basis of expenditures as well as geographic, governmental, and demographic characteristics. As was reported by Richards in a similar study, no group is clear cut; "every grouping has some jurisdictions that have nothing apparent in common with the others." (Richards; 1982:10)

The issue of equity is evident in the patterns of all the groups. Attempts at program equity create the needs which in turn are addressed by expenditures.

Problem 3.

Is there a trend over time (1977-1981) in the changing proportion of resources expended by the jurisdictions on the various functions?

The nature of the factor analysis used was such that factors could be ranked according to the degree to which they separate the jurisdictions into groups. For each year the first factor is a pattern of expenditure which best separates jurisdictions from each other. It is the factor which has the most jurisdictions loading either strongly positive or strongly negative. It is the pattern that is characteristic for the largest number of jurisdictions.

It was observed that group membership remained constant over the years analyzed, but the rank of the factor which delineated the group changed from year to year. The years 1977, 1980 and 1981 showed a similar pattern of factor ranking, while 1978 and 1979 showed different ranking.

This indicates that the significance of certain expenditure functions changed but the change was not directional. Such changes do not indicate a change in expenditure pattern, but they indicate that the variation between jurisdictions increased on certain functions and decreased on other functions. This was considered evidence of the changing importance of expenditure functions. However there was apparently no function which became progressively more influential or progressively less influential in creating the factors.

Examination of the percentage expenditure tables found in Appendix B produced no discernable trends. Proportional expenditures did change, sometimes by large percentages, from year to year, but the changes did not have any trend or direction to them. They appear to be responses to short-lived conditions that did not continue to grow, or in fact did not remain.

Problem 4

Are these trends related to specific conditions or circumstances?

The fact that a general change in discriminating power of the factors occurred, suggests that a condition or event precipitated the change. Such an event would need to be of an economic nature outside the analysis of this study. The analysis employed examined conditions within the jurisdictions and did not examine financial events within the economy as a whole. The years 1978 and 1979 were years of very high inflation, as well as the years immediately after the federal anti-inflation regulations limiting salary increases. The salary increases in those years were the largest ever received by teachers in Alberta. The fact that these two years show a different pattern from the other three may be a reflection of the inflation and salary agreements of those years. However, identifying such reactions to economic events does not provide evidence of any purposeful or directional change in expenditure patterns. At best it may point out that expenditure patterns result from a reaction to pressures beyond the control of the school boards.

B. Summary of Results

Factor analysis of Q-matrices provided the expected groupings based on expenditure patterns. These groupings were further identified using independent criteria which outlined the characteristics of the group members. These independent criteria were then used to explain the patterns.

The patterns were originally thought to reflect the spending choices of board members but the existence of many conditions of geography, population, and demography indicated that spending was often a matter of requirement or prescription, and not discretionary spending arising out of local choice.

Faced with their given conditions of distance, density, social needs, moving populations and facility regulations, school boards appeared to have little choice in their spending. The funds spent at the boards free discretion were a small portion of the jurisdictions' budgets. As a result the effect of these discretionary expenditures was not apparent in the pattern of expenditure identified by the factor analysis.

All five groups identified through factor analysis could be verified by criteria external to the factor analysis. It is therefore possible to state that the factor analysis created groups that were more than statistically related. They were related in the way they spent their financial resources and thus were assumed to be responding to similar pressures.

V. Conclusions and Implications

A. Conclusions

On the basis of the findings reported in Chapter IV, the following conclusions can be drawn:

1. Factor analysis of a Q-matrix was a useful method of grouping school jurisdictions for the purpose of generalization. The groups created by factor analysis occurred as the result of a syndrome which the members shared. In this study, that syndrome was their pattern of expenditure.

   The utility of the method was in the fact that the groups were created on the basis of sets of variables chosen by the researcher. While financial data were used in this study, the technique is applicable to any multivariate study when item grouping is desired. By permitting the chosen variables to be the subjects analyzed, the method removed the arbitrary grouping used in most financial studies. This would hold for any study in which arbitrary groups were to be avoided.
2. The factor loadings of the method served a second function. The magnitude of the loadings was considered to be indicative of the degree to which a jurisdiction was an ideal example of the factor. This is a very useful method of identifying the variables which make up a factor. By selecting those items which loaded most heavily on a given factor, the reasons for the specific

combination of variables was often evident.

3. As school jurisdictions experienced variations in resource costs they responded in such a manner that criteria emerged as causing the variations. The criteria that are identifiable can be included in one of three general classes:

   a. **Transportation**

      The nature of pupil transportation is most influential on the spending of jurisdictions. Large (by area) rural jurisdictions are forced to transport students long distances if they wish to have classes large enough to make a classroom economically viable. Their alternative is to operate many small, inefficient schools, with low pupil-teacher ratios, multiple graded rooms, and excessive maintenance and instructional costs.

      Urban jurisdictions also face transportation problems. Their choice is whether to centralize the program and transport the students or mainstream the many special-needs students for whom they must provide an education.

      The lack of transportation spending is just as influential. Jurisdictions with little or no transportation formed a very identifiable group. This grouping may have been due to the lack of transportation expenditure or to the significance other expenditures took on when resources were not required for transportation.

b. **Population**

The total number of students within a jurisdiction, as well as the density of the student population, influenced spending.

As the student population increased, the spending on special education increased. This does not suggest that special needs are unique to large student populations. It does indicate that special needs are more apparent when many students have the same or similar needs. Without a large population the number of special needs are minimal, and thus often left unidentified and unattended.

The identification of special needs is also more likely in jurisdictions with large enough student populations that testing and evaluation personnel can be employed on a full time basis. The fact that urban jurisdictions have sufficient populations that they can efficiently employ such specialized personnel may contribute to the emphasis on such programs in the large urban areas.

A similar point can be made for many programs unique to the large jurisdictions. With sufficient numbers of students desiring a specific program, the program can be efficiently funded. The funding of a similar program in a small rural jurisdiction would be too inefficient and in using valuable resources would be inequitable in terms of the opportunity cost to other programs.

c. **Isolation and Location**

Whether a question of inefficient small rural schools, or under-utilized urban school buildings, the location of the student population has a definite effect on expenditures. As the population shifts from country to town, or from inner areas to peripheral areas, the issue of facility location becomes important.

The degree of isolation is important in that educational services must be delivered at long distances. Isolated schools cannot participate in sharing of facilities and resources. As a result, achieving program equity becomes extremely expensive in isolated areas.

4. The expenditures of Alberta jurisdictions were responses to specific needs that had to be addressed. Discretionary expenditures were insignificant in determining the group or syndrome into which the jurisdiction fit. The fact that jurisdictions were usually identified by characteristics outside the control of the school boards indicates that expenditures were made to address needs outside the control of the school boards.

B. Implications for Further Research

The method used for grouping provides an excellent research tool. Applying factor analysis of a Q-matrix to similar problems could be most productive as it increases the significance of the groupings. The nature of the method removes the need for arbitrary labels to identify the studied elements. By grouping items on the basis of known variables, the method creates groups having similar patterns among the known variables chosen for the analysis. The interdependence and covariance of the variables causes the factor, and thus the group, to arise. Factors therefore serve to illuminate relationships which are otherwise not apparent.

In relation to the financial findings of this study several questions arise which may serve as a starting point for further research.

1. Is the proportion of funds being collected at the discretion of local authorities being spent at their discretion as well? The small amount of discretionary expenditure by most jurisdictions seems out of proportion with the level of the non-categorical funding. The fact that groups could be identified on the basis of conditions beyond the control of the local decision makers suggests that expenditures were neither optional nor made on the basis of locally perceived needs and wants. The decisions were instead made to alleviate local conditions that had to be overcome if

the educational program prescribed by the provincial government was to be met.

There would seem to be a definite loss of equity if boards must expend their discretionary funds to meet prescriptive requirements. At the same time it can be asked how those jurisdictions which do not collect the full supplementary requisition, nor access all of the grants, can be meeting the mandatory program requirements of Alberta Education.

2. Is the expenditure pattern of a jurisdiction related to the income of that jurisdiction? Do wealthy jurisdictions spend funds in different ways than poorer jurisdictions?

   Examination of revenues using a similar method would create groups based on their income patterns. A comparison of income and expenditure might provide the basis for a statistical relationship between expenditures and revenues.

   Such a comparison would also provide a basis for examining the degree to which the grant structures address the needs and wants of the jurisdictions in the province. If groupings should show a relationship between expenditures and revenues, it would be possible to assume the grants were addressing local needs.

3. Is the educational outcome of a jurisdiction related to the pattern of expenditure?

Through the study of outcomes in terms of student achievement, graduation or other measures, it would be possible to relate differences in outcome to differences in expenditure pattern. While this study pointed to differences in expenditure pattern, these differences are of little importance if they do not contribute to differences in educational outcome. Educational program equity provides the rationale for the structure of provincial funding and also for the pattern of expenditures among the school jurisdictions. If variations in expenditures are related to variations in educational outcome, then the equity being sought is not being achieved. Program equity would be evident if outcomes were similar as a result of variations in expenditure.

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APPENDICES

Appendix A .... School Jurisdictions and Their Code Numbers

Appendix B .... Percentage Expenditures for All Jurisdictions, 1977 to 1981

Appendix C .... Z-Scores of Expenditures, 1977 to 1981

Appendix D .... Factor Loadings of Z-Scores, 1977 to 1981

APPENDIX "A"

School Jurisdictions and Their Code Numbers

School Divisions and Their Code Numbers

1010	Berry Creek #1	1020	Cardston #2
1030	Medicine Hat #4	1040	Taber #6
1050	Acadia #8	1060	Rangeland #9
1070	Peace River #10	1080	Yellowhead #12
1090	Rocky Mountain #15	1100	Neutral Hills #16
1110	Sturgeon#24	1120	Willow Creek #28
1130	Pincher Creek #29	1140	Starland #30
1150	Wainwright #32	1160	Provost #33
1170	Westlock #37	1180	Foothills #38
1190	Rocky View #41	1200	Bonnyville #46
1210	Spirit River #47	1220	High Prairie #48
1230	Fairview #50	1240	Lac La Biche #51
1250	Ft Vermillion #52	1260	East Smoky #54
1270	Three Hills #60	1280	Northland #61
1290	Drumheller #62		

Counties and Their Code Numbers

2010	Grande Prairie #1	2020	Vulcan #2
2030	Ponoka #3	2040	Newell#4
2050	Warner #5	2060	Stettler #6
2070	Thorhild #7	2080	Forty Mile #8
2090	Beaver #9	2100	Wetaskiwin #10
2110	Barrhead #11	2120	Athabasca #12
2130	Smoky Lake #13	2140	Lacombe #14
2150	Wheatland #16	2160	Mountain View #17
2170	Paintearth #18	2180	St Paul #19
2190	Strathcona #20	2200	Two Hills #21
2210	Camrose #22	2220	Red Deer #23
2230	Vermillion River #24	2240	Leduc #25
2250	Lethbridge #26	2260	Minburn #27
2270	Lac St Anne #28	2280	Flagstaff #29
2290	Lamont #30	2300	Parkland #31

Public School Districts and Their Code Numbers

3010	St Albert #0003	3020	Edmonton #0007
3030	Calgary #19	3040	Lethbridge #0051
3050	Medicine Hat #0076	3060	Banff #102
3070	Red Deer #0104	3080	Canmore #168
3100	Wetaskiwin #0264	3110	Stirling #647
3130	Camrose #1315	3140	Stettler #1475
3150	Exshaw #1699	3160	Legal #1738
3200	Brooks #2092	3220	St Paul #2228
3230	Redcliff #2283	3240	Grande Prairie #2357
3250	Bonnyville #2665	3260	Fort McMurry #2833
3280	Jasper #3063	3310	Seebe #4152
3320	Waterton #4233	3340	Grovedale #4910
3350	Devon #4972	3390	Medley #5029
3430	Swan Hills #5109	3450	Grande Cache #5258

Roman Catholic Separate School Districts and Their Code Numbers

4010	Calgary #0001	4020	Edmonton #0007
4030	Lethbridge #0009	4040	Wetaskiwin #15
4050	St Martin's #16	4060	Red Deer #0017
4070	Pincher Creek #18	4080	Medicine Hat #0021
4090	Theresetta #0023	4100	Drumheller #25
4110	Fort Vermillion #26	4130	Grande Prairie #28
4140	McLennan #30	4150	Wainwright #31
4160	Fort McMurray #32	4170	St Thomas More #35
4180	Spirit River #36	4190	Rosary #37
4210	Peace River #43	4240	Killam #49
4250	Assumption #50	4260	Sexsmith #51
4270	Taber #54	4280	High Prairie #56
4320	Camrose #60	4360	Cold Lake #64
4370	Provost #65	4380	Grande Centre #67
4390	Beaverlodge #68	4420	Coaldale #73
4480	Picture Butte #79	4500	Bow Island #82
4520	Valleyview #84	4550	Grimshaw #88
4570	Whitecourt #94	4580	Ponoka #95
4590	Nampa #96	4600	Vermillion River #97
4670	Ft Saskatchewan #104	4680	Sherwood Park #105
4720	Westlock #110	4730	Drayton Valley #111
4900	Spruce Grove #128	4930	Rocky Mountain #131
4940	Leduc #132		

Consolidated School Districts and Their Code Numbers

5010	Barons #8
5020	Lousana #38
5030	Fahler #69

Roman Catholic Public Districts and Their Code Numbers

6010 Thibault #35

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Protestant Separate Districts and Their Code Numbers

7010	Glen Avon #5
7020	St Albert #0006

Regional School Districts and Their Code Numbers

8010 St Paul #1
8020 Bonnyville #4

APPENDIX "B"

Percentage Expenditures for All Jurisdictions, 1977 to 1981

Code #	Instruction	Special Education	Adminis- tration	Operation & Maint.	Trans- portation	Total
77 1010	46.22	6.56	12.98	23.50	10.73	100.00
77 1020	67.01	4.74	13.35	8.26	6.64	100.00
77 1030	49.95	9.10	10.03	25.22	5.70	100.00
77 1040	67.30	4.54	13.18	8.60	6.37	100.00
77 1050	55.89	5.55	13.16	20.32	5.08	100.00
77 1060	63.21	5.59	13.29	10.08	7.82	100.00
77 1070	59.62	4.39	12.18	12.42	11.39	100.00
77 1080	63.25	8.64	10.92	7.59	9.60	100.00
77 1090	61.20	6.78	8.52	9.74	13.76	100.00
77 1100	61.89	4.98	11.53	14.20	7.39	100.00
77 1110	57.53	3.98	9.03	13.00	16.45	100.00
77 1120	64.70	3.49	13.60	7.31	10.90	100.00
77 1130	67.50	7.31	9.90	9.26	6.02	100.00
77 1140	61.03	6.46	15.31	12.97	4.23	100.00
77 1150	63.79	6.82	11.63	10.56	7.19	100.00
77 1160	58.96	5.27	11.69	18.93	5.14	100.00
77 1170	61.39	3.80	11.14	16.16	7.51	100.00
77 1180	64.54	3.58	9.54	8.45	13.90	100.00
77 1190	63.37	3.63	10.92	11.99	10.09	100.00
77 1200	66.33	3.61	10.50	12.67	6.89	100.00
77 1210	55.65	5.70	11.40	11.80	15.44	100.00
77 1220	65.91	3.76	11.83	10.09	8.41	100.00
77 1230	59.59	5.03	13.15	15.57	6.65	100.00
77 1240	62.65	4.57	9.66	12.84	10.28	100.00
77 1250	54.22	5.37	16.83	6.77	16.80	100.00
77 1260	56.60	5.56	13.57	8.60	15.67	100.00
77 1270	64.93	4.85	11.40	11.06	7.77	100.00
77 1280	52.63	4.69	20.45	8.26	13.97	100.00
77 1290	69.10	4.11	14.08	3.53	9.18	100.00
77 1300	65.00	6.00	12.19	3.01	13.81	100.00
77 2010	57.76	5.06	12.82	15.74	8.62	100.00
77 2020	59.02	5.99	13.67	13.77	7.55	100.00
77 2030	68.65	3.90	12.70	7.80	6.97	100.00
77 2040	61.34	6.28	15.30	12.49	4.59	100.00
77 2050	64.37	5.58	11.55	11.56	6.93	100.00
77 2060	60.23	6.34	10.19	18.02	5.22	100.00
77 2070	68.66	5.19	9.65	11.49	5.01	100.00
77 2080	59.90	5.55	12.08	19.43	3.05	100.00
77 2090	58.93	7.20	9.86	12.61	11.40	100.00
77 2100	57.14	7.49	12.44	16.46	6.47	100.00
77 2110	59.93	7.98	11.78	9.61	10.70	100.00
77 2120	61.99	5.12	11.39	13.74	7.76	100.00
77 2130	65.63	7.59	10.18	12.09	4.52	100.00
77 2140	68.41	3.94	11.68	9.15	6.82	100.00
77 2150	66.08	4.49	11.86	13.09	4.48	100.00
77 2160	62.31	5.75	14.40	7.78	9.76	100.00

Code #	Instruction	Special Education	Adminis-tration	Operation & Maint.	Trans-portation	Total
77 2170	60.61	7.21	10.80	12.00	9.38	100.00
77 2180	66.71	4.09	10.83	13.03	5.34	100.00
77 2190	68.48	4.61	10.15	5.32	11.44	100.00
77 2200	67.55	5.80	9.67	11.57	5.41	100.00
77 2210	64.94	4.69	11.63	12.00	6.74	100.00
77 2220	68.78	3.89	10.04	11.25	6.03	100.00
77 2230	62.27	3.85	10.95	18.07	4.86	100.00
77 2240	67.24	4.00	9.83	10.64	8.30	100.00
77 2250	61.88	7.14	14.34	9.68	6.96	100.00
77 2260	67.48	4.74	11.77	10.39	5.62	100.00
77 2270	60.64	6.55	9.73	14.13	8.94	100.00
77 2280	65.20	4.19	11.82	11.11	7.68	100.00
77 2290	66.42	4.96	9.94	13.05	5.62	100.00
77 2300	66.44	3.16	11.41	8.83	10.16	100.00
77 3010	69.05	4.77	10.36	2.88	12.94	100.00
77 3020	72.92	3.63	14.20	1.80	7.46	100.00
77 3030	71.55	3.14	14.57	1.73	9.02	100.00
77 3040	69.16	7.54	12.90	2.40	8.00	100.00
77 3050	74.21	3.44	13.18	1.05	8.13	100.00
77 3060	0.0	77.23	0.0	0.0	22.77	100.00
77 3070	71.17	2.56	15.85	1.30	9.12	100.00
77 3080	0.0	86.67	0.93	0.78	11.63	100.00
77 3100	71.58	6.88	13.30	1.26	6.99	100.00
77 3110	72.89	4.65	14.76	4.30	3.41	100.00
77 3130	65.32	4.79	16.07	0.93	12.88	100.00
77 3140	72.14	5.45	12.32	0.37	9.72	100.00
77 3150	0.16	86.18	1.26	0.07	12.33	100.00
77 3160	65.16	9.10	13.81	8.31	3.62	100.00
77 3200	68.51	4.18	10.86	0.90	15.55	100.00
77 3220	78.79	4.10	8.24	0.69	8.17	100.00
77 3230	79.98	3.67	7.74	2.92	5.68	100.00
77 3240	66.24	8.32	14.24	2.42	8.77	100.00
77 3250	75.25	7.80	7.97	3.71	5.27	100.00
77 3260	57.11	5.83	16.63	1.99	18.44	100.00
77 3280	70.22	7.07	12.46	0.73	9.53	100.00
77 3310	0.0	86.85	13.15	0.0	0.0	100.00
77 3320	74.28	4.15	21.57	0.0	0.0	100.00
77 3340	56.36	4.43	11.27	16.41	11.53	100.00
77 3350	73.62	6.20	11.39	0.40	8.39	100.00
77 3430	49.79	8.23	11.12	4.44	26.41	100.00
77 3450	61.62	6.73	12.20	1.44	18.00	100.00
77 4010	69.04	4.47	13.02	3.15	10.32	100.00
77 4020	71.05	4.15	13.31	2.25	9.23	100.00
77 4030	72.92	6.69	11.08	3.19	6.12	100.00
77 4040	63.79	12.04	17.26	2.00	4.91	100.00
77 4050	71.32	7.50	7.81	2.32	11.04	100.00

Code #	Instruction	Special Education	Adminis- tration	Operation & Maint.	Trans- portation	Total
77 4060	68.17	5.35	11.41	2.63	12.44	100.00
77 4070	73.94	5.71	8.65	0.36	11.33	100.00
77 4080	72.55	7.09	10.79	2.43	7.14	100.00
77 4090	76.06	5.99	7.63	0.38	9.94	100.00
77 4100	79.97	4.80	8.31	3.74	3.18	100.00
77 4110	60.10	9.29	13.78	2.54	14.29	100.00
77 4130	62.71	8.56	9.83	3.06	15.83	100.00
77 4140	59.43	15.51	13.79	5.14	6.13	100.00
77 4150	65.85	7.19	8.54	1.05	17.38	100.00
77 4160	53.95	5.01	14.88	3.45	22.70	100.00
77 4170	75.61	7.09	9.05	0.0	8.24	100.00
77 4180	75.91	8.87	11.09	0.0	4.14	100.00
77 4190	72.17	4.13	12.21	0.0	11.48	100.00
77 4210	68.78	14.08	8.18	2.17	6.79	100.00
77 4240	80.29	13.05	3.80	1.04	1.82	100.00
77 4250	71.07	7.70	16.51	0.0	4.71	100.00
77 4260	75.78	7.44	11.77	0.0	5.00	100.00
77 4270	72.56	10.75	9.05	0.93	6.72	100.00
77 4280	72.65	9.37	8.74	0.67	8.57	100.00
77 4320	79.42	4.89	7.98	1.32	6.38	100.00
77 4360	77.21	8.49	9.65	0.91	3.73	100.00
77 4370	76.60	5.30	10.43	0.04	7.62	100.00
77 4380	70.04	7.90	8.37	1.69	12.00	100.00
77 4390	73.29	7.04	11.07	0.59	8.01	100.00
77 4420	67.52	7.65	9.43	0.83	14.57	100.00
77 4480	75.93	10.73	8.61	0.83	3.91	100.00
77 4500	73.34	8.72	7.64	0.94	9.37	100.00
77 4520	63.16	10.89	17.16	0.07	8.72	100.00
77 4550	65.00	7.59	10.69	4.33	12.40	100.00
77 4570	58.96	5.82	7.83	3.48	23.91	100.00
77 4580	72.02	9.68	8.90	0.19	9.20	100.00
77 4590	83.17	5.75	6.83	0.0	4.24	100.00
77 4600	76.55	9.21	5.86	0.97	7.40	100.00
77 4670	61.76	4.47	9.48	1.83	22.47	100.00
77 4680	59.65	4.29	12.00	4.23	19.83	100.00
77 4720	68.22	10.31	7.79	2.03	11.64	100.00
77 4730	62.11	11.76	11.36	2.59	12.18	100.00
77 5010	0.0	0.0	0.0	0.0	0.0	0.0
77 5020	56.13	4.98	19.68	19.19	0.02	100.00
77 5030	70.05	7.86	8.70	6.89	6.51	100.00
77 6010	62.17	11.66	13.51	1.93	10.74	100.00
77 7010	79.66	3.99	9.78	0.28	6.28	100.00
77 7020	63.79	4.90	9.76	2.99	18.56	100.00
77 8010	56.92	6.80	13.54	0.03	22.72	100.00
77 8020	69.07	3.68	12.01	0.0	15.25	100.00

Code #	Instruction	Special Education	Adminis-tration	Operation & Maint.	Trans-portation	Total
78 1010	50.35	6.40	13.78	22.33	7.14	100.00
78 1020	70.11	5.14	12.25	8.25	4.24	100.00
78 1030	50.10	8.75	13.26	24.45	3.45	100.00
78 1040	63.27	4.90	12.90	8.47	10.46	100.00
78 1050	54.38	5.64	13.53	19.35	7.10	100.00
78 1060	62.04	5.28	12.40	10.64	9.64	100.00
78 1070	59.94	5.34	12.45	13.63	8.65	100.00
78 1080	67.34	4.35	11.39	7.84	9.08	100.00
78 1090	62.08	6.37	8.59	11.05	11.91	100.00
78 1100	59.57	5.47	11.41	13.90	9.64	100.00
78 1110	55.33	3.89	10.45	10.06	20.27	100.00
78 1120	66.69	4.16	12.00	7.76	9.38	100.00
78 1130	66.60	7.74	9.70	9.18	6.79	100.00
78 1140	62.31	7.24	14.59	12.78	3.08	100.00
78 1150	62.72	7.63	12.71	10.50	6.43	100.00
78 1160	59.07	5.56	11.15	18.08	6.13	100.00
78 1170	60.86	3.73	11.39	15.64	8.38	100.00
78 1180	63.24	3.74	10.32	8.78	13.92	100.00
78 1190	62.65	3.71	11.82	11.25	10.57	100.00
78 1200	66.28	3.39	10.79	12.27	7.28	100.00
78 1210	58.35	5.70	11.97	14.04	9.94	100.00
78 1220	64.21	4.18	12.69	9.74	9.17	100.00
78 1230	58.78	4.88	13.19	16.43	6.72	100.00
78 1240	64.00	4.17	10.86	13.59	7.38	100.00
78 1250	52.06	5.33	17.25	7.78	17.59	100.00
78 1260	61.12	5.52	12.26	9.13	11.97	100.00
78 1270	65.16	4.66	12.95	11.92	5.30	100.00
78 1280	51.62	4.48	21.66	7.96	14.28	100.00
78 1290	69.50	4.69	15.25	3.89	6.66	100.00
78 1300	65.79	6.46	11.68	2.69	13.38	100.00
78 2010	57.84	5.37	12.35	14.53	9.91	100.00
78 2020	59.03	5.82	15.16	13.75	6.24	100.00
78 2030	67.55	4.47	12.59	7.84	7.56	100.00
78 2040	62.68	6.48	12.55	12.21	6.08	100.00
78 2050	63.25	5.39	12.19	10.07	9.10	100.00
78 2060	59.43	5.70	11.63	17.12	6.12	100.00
78 2070	62.80	7.03	10.85	13.38	5.94	100.00
78 2080	59.86	5.68	12.96	19.09	2.41	100.00
78 2090	58.45	6.96	11.23	11.27	12.09	100.00
78 2100	59.27	5.98	13.43	15.79	5.53	100.00
78 2110	60.76	8.09	12.76	8.69	9.70	100.00
78 2120	59.80	4.40	11.75	14.50	9.56	100.00
78 2130	63.70	9.27	10.74	11.61	4.68	100.00
78 2140	67.89	3.77	11.95	9.32	7.08	100.00
78 2150	60.35	4.76	14.34	11.37	9.17	100.00
78 2160	66.02	5.90	12.14	7.74	8.21	100.00

Code #	Instruction	Special Education	Adminis-tration	Operation & Maint.	Trans-portation	Total
78 2170	61.83	7.11	12.42	11.77	6.87	100.00
78 2180	68.33	4.25	10.20	13.49	3.73	100.00
78 2190	69.08	4.35	10.98	5.25	10.35	100.00
78 2200	65.94	6.01	11.25	11.41	5.40	100.00
78 2210	64.53	5.10	11.95	12.55	5.87	100.00
78 2220	67.14	3.85	10.47	10.60	7.94	100.00
78 2230	63.88	4.05	10.63	16.77	4.67	100.00
78 2240	65.57	3.75	10.24	10.08	10.36	100.00
78 2250	63.64	7.11	13.13	9.59	6.54	100.00
78 2260	70.46	5.30	10.69	10.31	3.24	100.00
78 2270	60.69	6.74	10.78	13.34	8.45	100.00
78 2280	65.19	4.39	12.70	11.29	6.43	100.00
78 2290	64.20	5.27	12.19	12.23	6.12	100.00
78 2300	64.44	3.57	11.54	8.71	11.73	100.00
78 3010	68.01	4.67	10.11	3.44	13.77	100.00
78 3020	72.30	3.78	14.76	1.93	7.23	100.00
78 3030	70.37	3.87	14.69	2.06	9.02	100.00
78 3040	67.70	7.80	13.80	2.40	8.30	100.00
78 3050	72.49	3.46	12.89	1.14	10.03	100.00
78 3060	0.0	94.12	1.17	0.0	4.71	100.00
78 3070	71.96	2.79	14.01	1.33	9.90	100.00
78 3080	0.44	94.40	1.00	0.17	3.99	100.00
78 3100	67.74	6.38	16.56	1.41	7.91	100.00
78 3110	76.45	5.52	9.83	4.42	3.77	100.00
78 3130	72.38	5.34	14.38	1.14	6.76	100.00
78 3140	71.52	6.04	12.70	0.56	9.18	100.00
78 3150	0.0	95.10	0.95	0.0	3.95	100.00
78 3160	69.21	9.05	10.16	8.35	3.24	100.00
78 3200	69.06	4.11	12.04	0.99	13.80	100.00
78 3220	79.66	4.52	8.35	1.14	6.34	100.00
78 3230	79.77	4.54	7.66	2.76	5.27	100.00
78 3240	66.55	7.79	13.60	2.69	9.37	100.00
78 3250	74.66	8.52	8.24	3.85	4.72	100.00
78 3260	57.09	6.24	15.66	1.73	19.29	100.00
78 3280	69.01	8.31	14.61	0.86	7.21	100.00
78 3310	0.0	89.84	10.16	0.0	0.0	100.00
78 3320	78.84	4.45	16.72	0.0	0.0	100.00
78 3340	51.96	3.79	8.90	20.82	14.53	100.00
78 3350	68.49	5.48	11.31	0.56	14.15	100.00
78 3430	49.74	7.58	9.89	4.05	28.75	100.00
78 3450	60.74	7.24	11.78	1.94	18.29	100.00
78 4010	69.65	4.44	12.91	3.31	9.69	100.00
78 4020	71.06	4.15	13.56	2.41	8.82	100.00
78 4030	68.92	6.83	10.31	3.50	10.45	100.00
78 4040	65.95	12.32	10.38	2.57	8.78	100.00
78 4050	66.99	6.82	7.37	2.40	16.43	100.00

Code #	Instruction	Special Education	Adminis- tration	Operation & Maint.	Trans- portation	Total
78 4060	68.60	6.24	12.17	2.61	10.39	100.00
78 4070	78.30	5.10	8.61	0.41	7.58	100.00
78 4080	69.54	6.66	9.30	2.39	12.11	100.00
78 4090	80.31	6.47	9.03	0.71	3.48	100.00
78 4100	78.02	5.03	9.86	4.25	2.85	100.00
78 4110	68.26	7.92	14.37	4.06	5.39	100.00
78 4130	68.72	9.58	10.46	3.11	8.12	100.00
78 4140	61.36	15.72	10.65	4.88	7.38	100.00
78 4150	71.35	4.91	10.49	1.92	11.33	100.00
78 4160	53.04	6.65	14.63	4.70	20.98	100.00
78 4170	78.32	5.68	9.34	0.0	6.66	100.00
78 4180	73.80	9.21	13.04	0.0	3.95	100.00
78 4190	73.81	3.07	12.42	1.32	9.38	100.00
78 4210	68.23	6.80	7.31	3.60	14.06	100.00
78 4240	77.68	7.17	11.57	1.31	2.28	100.00
78 4250	74.56	6.84	14.27	0.0	4.33	100.00
78 4260	65.09	5.50	24.07	0.0	5.34	100.00
78 4270	70.58	8.67	9.11	0.66	10.97	100.00
78 4280	75.03	9.42	8.70	0.60	6.25	100.00
78 4320	77.60	4.43	6.77	1.38	9.81	100.00
78 4360	75.07	8.21	9.90	0.31	6.51	100.00
78 4370	78.42	5.62	9.69	0.17	6.10	100.00
78 4380	68.30	8.63	11.12	1.72	10.24	100.00
78 4390	75.98	6.25	10.40	0.24	7.13	100.00
78 4420	70.09	8.04	8.23	0.85	12.80	100.00
78 4480	76.06	8.75	8.59	0.76	5.84	100.00
78 4500	71.90	8.77	9.52	0.91	8.91	100.00
78 4520	64.01	12.03	12.05	0.39	11.52	100.00
78 4550	66.17	8.84	10.10	4.44	10.45	100.00
78 4570	53.62	13.51	8.24	2.86	21.76	100.00
78 4580	75.13	10.15	8.76	0.70	5.27	100.00
78 4590	78.79	4.73	12.94	0.0	3.53	100.00
78 4600	75.94	10.09	6.48	1.23	6.27	100.00
78 4670	62.94	4.27	8.63	1.71	22.46	100.00
78 4680	62.31	4.29	10.07	4.98	18.35	100.00
78 4720	70.82	9.19	8.27	2.01	9.72	100.00
78 4730	65.79	10.94	11.11	2.48	9.68	100.00
78 5010	54.02	7.95	14.68	18.80	4.54	100.00
78 5020	52.15	4.58	16.71	17.99	8.58	100.00
78 5030	68.24	9.03	7.56	7.44	7.72	100.00
78 6010	59.29	10.93	11.32	1.95	16.51	100.00
78 7010	82.38	4.50	6.75	0.66	5.71	100.00
78 7020	68.30	5.22	10.38	3.39	12.71	100.00
78 8010	58.84	7.93	12.65	0.13	20.44	100.00
78 8020	69.55	4.24	12.29	0.0	13.92	100.00

Code #	Instruction	Special Education	Adminis- tration	Operation & Maint.	Trans- portation	Total
79 1010	50.41	6.04	13.51	19.23	10.82	100.00
79 1020	67.08	4.30	13.39	8.01	7.23	100.00
79 1030	49.78	9.51	10.40	23.76	6.56	100.00
79 1040	66.99	4.82	11.71	9.08	7.40	100.00
79 1050	57.19	5.92	11.71	20.02	5.17	100.00
79 1060	62.94	4.86	14.89	10.48	6.83	100.00
79 1070	60.09	5.52	12.81	13.33	8.25	100.00
79 1080	67.71	4.44	11.84	8.29	7.72	100.00
79 1090	62.13	6.40	7.89	10.67	12.91	100.00
79 1100	56.29	5.52	12.56	12.80	12.84	100.00
79 1110	57.11	4.29	11.02	10.58	16.99	100.00
79 1120	65.45	4.32	13.76	7.40	9.08	100.00
79 1130	67.86	5.77	12.23	9.16	4.97	100.00
79 1140	63.68	6.24	13.80	12.05	4.22	100.00
79 1150	54.93	5.09	25.14	9.27	5.58	100.00
79 1160	61.04	5.12	10.71	17.43	5.69	100.00
79 1170	63.15	3.64	10.74	15.50	6.96	100.00
79 1180	64.95	3.66	9.53	8.60	13.26	100.00
79 1190	60.21	3.95	13.47	10.43	11.94	100.00
79 1200	63.64	3.79	12.28	12.13	8.17	100.00
79 1210	54.50	6.18	11.13	14.32	13.87	100.00
79 1220	62.84	4.78	12.75	10.58	9.05	100.00
79 1230	60.01	5.10	12.45	16.23	6.21	100.00
79 1240	64.76	4.38	9.56	13.59	7.70	100.00
79 1250	52.08	4.54	17.31	7.85	18.23	100.00
79 1260	57.65	4.89	10.23	8.62	18.61	100.00
79 1270	60.40	5.84	13.12	10.00	10.64	100.00
79 1280	51.45	4.50	21.93	7.78	14.33	100.00
79 1290	64.97	5.64	18.77	3.53	7.09	100.00
79 1300	68.35	5.81	11.55	2.77	11.51	100.00
79 2010	58.62	5.69	13.45	14.60	7.64	100.00
79 2020	58.73	6.50	16.11	12.64	6.01	100.00
79 2030	67.49	4.54	12.43	7.95	7.59	100.00
79 2040	62.05	6.77	12.88	12.86	5.43	100.00
79 2050	63.27	6.08	12.65	10.52	7.48	100.00
79 2060	57.98	5.64	12.65	16.76	6.97	100.00
79 2070	63.63	7.09	10.67	13.19	5.43	100.00
79 2080	60.23	5.99	13.19	18.43	2.16	100.00
79 2090	62.55	5.48	10.48	11.27	10.22	100.00
79 2100	58.68	5.71	13.22	15.41	6.98	100.00
79 2110	60.99	8.68	12.20	9.68	8.46	100.00
79 2120	58.64	4.53	14.74	14.73	7.35	100.00
79 2130	62.74	7.40	7.82	10.88	11.16	100.00
79 2140	70.38	3.93	11.76	8.94	4.99	100.00
79 2150	64.07	5.52	10.94	12.92	6.55	100.00
79 2160	66.12	6.89	10.79	7.88	8.32	100.00

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Code #	Instruction	Special Education	Adminis-tration	Operation & Maint.	Trans-portation	Total
79 2170	59.11	7.27	10.36	11.11	12.14	100.00
79 2180	70.77	4.25	8.91	12.52	3.55	100.00
79 2190	68.89	3.76	10.96	5.55	10.83	100.00
79 2200	67.62	5.80	9.83	11.55	5.20	100.00
79 2210	60.48	5.14	12.63	12.23	9.52	100.00
79 2220	68.01	3.55	10.53	10.02	7.89	100.00
79 2230	61.17	4.92	11.88	16.53	5.51	100.00
79 2240	65.67	3.61	10.50	9.32	10.90	100.00
79 2250	63.38	6.80	14.40	8.94	6.47	100.00
79 2260	64.85	5.00	10.92	9.74	9.48	100.00
79 2270	65.25	4.52	9.82	14.15	6.25	100.00
79 2280	66.82	4.85	11.87	10.88	5.58	100.00
79 2290	65.84	5.21	11.09	12.54	5.32	100.00
79 2300	64.27	3.94	11.43	8.59	11.77	100.00
79 3010	66.54	5.10	10.09	3.83	14.44	100.00
79 3020	70.10	3.87	13.67	2.07	10.29	100.00
79 3030	69.57	4.46	14.98	2.61	8.37	100.00
79 3040	68.40	7.82	12.52	2.31	8.95	100.00
79 3050	68.52	3.94	16.37	1.41	9.76	100.00
79 3060	73.79	9.36	12.35	0.0	4.49	100.00
79 3070	71.02	3.93	14.34	1.21	9.50	100.00
79 3080	0.0	96.15	0.10	0.40	3.35	100.00
79 3100	63.12	5.90	13.93	1.42	15.63	100.00
79 3110	68.21	6.53	11.34	4.06	9.87	100.00
79 3130	68.69	5.03	14.81	0.99	10.48	100.00
79 3140	72.48	4.66	15.03	0.41	7.41	100.00
79 3150	0.05	95.08	1.55	0.0	3.32	100.00
79 3160	69.70	10.37	9.18	8.61	2.14	100.00
79 3200	67.17	3.79	12.35	1.16	15.54	100.00
79 3220	80.04	4.70	8.98	1.01	5.27	100.00
79 3230	74.10	4.09	8.90	2.35	10.56	100.00
79 3240	67.73	4.36	15.20	2.91	9.79	100.00
79 3250	67.16	7.23	6.88	3.37	15.36	100.00
79 3260	55.56	6.46	14.45	1.28	22.25	100.00
79 3280	68.37	7.10	14.01	1.18	9.34	100.00
79 3310	0.0	91.95	7.73	0.0	0.33	100.00
79 3320	78.76	3.95	17.29	0.0	0.0	100.00
79 3340	55.61	4.40	13.04	20.80	6.15	100.00
79 3350	67.37	5.45	10.32	0.76	16.10	100.00
79 3430	52.94	8.10	10.28	5.16	23.51	100.00
79 3450	62.32	6.88	12.38	1.68	16.74	100.00
79 4010	68.74	4.33	13.60	3.54	9.79	100.00
79 4020	71.24	4.28	13.60	2.63	8.26	100.00
79 4030	71.58	7.33	10.65	3.52	6.92	100.00
79 4040	65.02	10.60	8.55	2.94	12.89	100.00
79 4050	77.16	5.90	8.72	2.23	5.99	100.00

Code #	Instruction	Special Education	Adminis- tration	Operation & Maint.	Trans- portation	Total
79 4060	68.71	7.37	10.92	2.64	10.37	100.00
79 4070	75.74	4.96	11.22	1.16	6.93	100.00
79 4080	67.75	6.63	9.76	2.85	13.01	100.00
79 4090	79.79	6.16	10.25	0.22	3.57	100.00
79 4100	80.86	4.85	7.39	4.38	2.52	100.00
79 4110	65.96	9.07	15.55	2.64	6.78	100.00
79 4130	64.41	7.60	11.49	2.73	13.77	100.00
79 4140	67.18	13.60	11.78	3.37	4.07	100.00
79 4150	74.63	6.30	9.90	1.35	7.82	100.00
79 4160	51.34	7.21	11.92	5.36	24.16	100.00
79 4170	74.31	7.98	11.43	0.0	6.29	100.00
79 4180	75.44	8.44	12.67	0.0	3.44	100.00
79 4190	72.51	10.15	11.59	1.82	3.94	100.00
79 4210	68.62	9.74	7.49	4.50	9.65	100.00
79 4240	73.57	10.56	14.25	0.50	1.12	100.00
79 4250	77.07	9.50	8.71	0.0	4.72	100.00
79 4260	64.85	5.91	7.26	0.0	21.98	100.00
79 4270	74.81	9.90	7.57	0.85	6.87	100.00
79 4280	73.17	6.80	8.51	0.58	10.94	100.00
79 4320	83.83	4.89	6.90	1.26	3.12	100.00
79 4360	80.82	6.52	8.09	0.67	3.91	100.00
79 4370	70.55	5.34	19.57	0.0	4.54	100.00
79 4380	70.78	7.59	7.76	1.34	12.54	100.00
79 4390	71.90	7.08	8.68	0.16	12.18	100.00
79 4420	70.74	9.14	7.95	2.35	9.82	100.00
79 4480	75.52	10.23	9.70	0.88	3.67	100.00
79 4500	74.13	9.41	8.35	0.43	7.68	100.00
79 4520	62.17	12.75	12.48	1.07	11.52	100.00
79 4550	68.74	8.78	11.08	4.07	7.33	100.00
79 4570	64.35	6.20	7.96	2.55	18.94	100.00
79 4580	72.69	8.46	7.69	0.48	10.69	100.00
79 4590	78.29	5.35	9.56	3.13	3.67	100.00
79 4600	74.05	10.92	6.84	1.48	6.71	100.00
79 4670	66.00	5.80	8.00	2.31	17.89	100.00
79 4680	60.64	5.04	11.57	5.32	17.43	100.00
79 4720	73.36	5.43	8.83	2.19	10.19	100.00
79 4730	73.85	7.20	8.64	1.01	9.30	100.00
79 4900	68.65	10.67	1.74	13.37	5.57	100.00
79 5010	56.11	8.13	15.46	13.62	6.68	100.00
79 5020	53.94	4.89	10.24	13.50	17.44	100.00
79 5030	66.43	10.73	6.49	7.29	9.06	100.00
79 6010	63.13	9.46	9.98	2.68	14.76	100.00
79 7010	79.93	3.99	7.27	0.69	8.10	100.00
79 7020	66.65	5.18	10.68	3.39	14.11	100.00
79 8010	56.24	8.10	12.47	1.12	22.07	100.00
79 8020	69.06	3.98	12.15	0.0	14.81	100.00

Code #	Instruction	Special Education	Adminis- tration	Operation & Maint.	Trans- portation	Total
80 1010	49.76	6.32	13.43	21.10	9.39	100.00
80 1020	68.55	4.52	13.06	8.97	4.90	100.00
80 1030	47.29	9.06	14.80	23.85	5.00	100.00
80 1040	66.90	5.44	12.33	8.86	6.47	100.00
80 1050	55.86	5.83	12.66	19.77	5.89	100.00
80 1060	61.85	4.71	13.97	10.51	8.97	100.00
80 1070	57.06	5.27	13.38	13.30	11.00	100.00
80 1080	67.11	5.21	13.41	8.40	5.87	100.00
80 1090	61.53	7.01	8.43	10.62	12.41	100.00
80 1100	57.06	6.03	14.82	12.94	9.15	100.00
80 1110	58.98	4.88	10.40	11.20	14.54	100.00
80 1120	64.55	4.65	13.88	7.21	9.71	100.00
80 1130	65.53	5.44	11.56	9.03	8.44	100.00
80 1140	61.83	5.80	10.90	11.77	9.70	100.00
80 1150	54.27	4.48	24.68	9.65	6.92	100.00
80 1160	60.99	5.60	10.72	17.91	4.78	100.00
80 1170	62.19	4.33	11.24	15.63	6.61	100.00
80 1180	65.01	5.17	10.52	8.67	10.64	100.00
80 1190	60.11	4.10	13.72	9.75	12.32	100.00
80 1210	51.42	6.69	10.14	13.98	17.76	100.00
80 1220	62.93	4.31	13.20	10.63	8.93	100.00
80 1230	54.92	5.33	14.43	16.01	9.32	100.00
80 1240	62.08	4.20	11.76	13.23	8.73	100.00
80 1250	51.80	4.44	17.58	7.77	18.41	100.00
80 1260	55.07	5.16	11.35	9.15	19.26	100.00
80 1270	63.39	6.04	13.85	10.62	6.10	100.00
80 1280	51.60	6.07	19.63	7.91	14.80	100.00
80 1290	63.83	5.68	18.85	3.52	8.12	100.00
80 1300	64.31	5.92	11.68	2.54	15.55	100.00
80 1310	0.0	0.0	0.0	0.0	0.0	0.0
80 2010	59.00	5.58	13.43	14.52	7.47	100.00
80 2020	58.34	6.42	15.90	12.42	6.92	100.00
80 2030	66.49	4.38	11.39	8.93	8.81	100.00
80 2040	58.60	6.08	15.10	11.99	8.24	100.00
80 2050	63.80	6.81	12.86	10.92	5.60	100.00
80 2060	60.34	6.04	11.46	16.70	5.47	100.00
80 2070	62.26	5.76	12.28	14.61	5.09	100.00
80 2080	55.34	6.03	18.70	17.73	2.19	100.00
80 2090	61.73	5.62	11.04	10.73	10.88	100.00
80 2100	57.49	5.29	13.81	14.60	8.81	100.00
80 2110	61.44	8.47	10.97	10.09	9.04	100.00
80 2120	56.99	5.32	11.96	15.11	10.63	100.00
80 2130	64.84	8.50	8.05	10.93	7.68	100.00
80 2140	68.03	4.11	12.70	8.43	6.73	100.00
80 2150	63.35	5.79	11.20	12.80	6.86	100.00
80 2160	62.87	6.83	12.33	7.19	10.78	100.00

Code #	Instruction	Special Education	Adminis-tration	Operation & Maint.	Trans-portation	Total
80 2170	58.78	8.01	9.80	12.16	11.25	100.00
80 2180	68.70	4.74	9.76	13.04	3.76	100.00
80 2190	68.04	4.40	10.47	5.60	11.50	100.00
80 2200	68.98	6.26	9.07	11.65	4.05	100.00
80 2210	59.17	6.13	14.09	11.85	8.76	100.00
80 2220	68.03	3.94	11.06	10.31	6.66	100.00
80 2230	61.49	4.88	11.63	16.62	5.38	100.00
80 2240	67.50	3.72	11.45	9.32	8.02	100.00
80 2250	63.23	7.72	14.16	9.38	5.51	100.00
80 2260	68.82	4.59	9.86	10.47	6.25	100.00
80 2270	64.20	4.29	10.56	13.48	7.47	100.00
80 2280	67.80	5.20	10.83	12.08	4.09	100.00
80 2290	62.93	4.93	9.76	12.54	9.84	100.00
80 2300	63.84	4.38	11.74	8.61	11.44	100.00
80 3010	63.45	5.11	10.33	4.02	17.09	100.00
80 3020	71.68	5.05	13.02	2.30	7.95	100.00
80 3030	66.36	4.83	16.02	2.84	9.94	100.00
80 3040	68.57	7.15	12.58	2.52	9.18	100.00
80 3050	72.82	4.30	13.23	1.61	8.04	100.00
80 3060	63.61	11.46	11.65	0.50	12.78	100.00
80 3070	67.72	4.23	14.99	1.59	11.47	100.00
80 3100	65.74	6.47	13.27	1.21	13.30	100.00
80 3110	70.87	7.77	8.38	3.67	9.32	100.00
80 3130	72.01	5.13	17.57	1.20	4.09	100.00
80 3140	70.97	4.95	12.80	0.46	10.82	100.00
80 3150	0.45	95.10	0.80	0.0	3.65	100.00
80 3160	51.65	9.36	10.02	7.07	21.90	100.00
80 3200	62.81	3.63	12.17	0.97	20.41	100.00
80 3220	78.75	5.09	9.44	1.08	5.64	100.00
80 3230	70.28	3.72	9.21	2.16	14.64	100.00
80 3240	67.98	5.53	15.92	2.78	7.79	100.00
80 3260	50.69	6.62	13.66	1.94	27.10	100.00
80 3280	67.50	8.15	12.05	1.42	10.87	100.00
80 3320	79.03	3.87	17.10	0.0	0.0	100.00
80 3340	55.73	4.09	10.30	16.45	13.44	100.00
80 3350	65.88	5.95	10.81	1.06	16.29	100.00
80 3430	51.74	9.35	9.48	4.41	25.03	100.00
80 3450	60.88	6.82	13.39	1.70	17.20	100.00
80 3460	61.64	5.35	11.30	11.75	9.95	100.00
80 4010	67.93	4.35	13.44	4.27	10.01	100.00
80 4020	69.95	4.31	14.16	2.55	9.03	100.00
80 4030	72.23	6.95	11.42	3.83	5.57	100.00
80 4040	73.26	10.99	8.37	3.20	4.18	100.00
80 4050	72.63	6.82	7.87	2.06	10.62	100.00
80 4060	66.89	7.88	10.72	3.73	10.78	100.00
80 4070	75.58	5.03	7.57	0.44	11.37	100.00

Code #	Instruction	Special Education	Adminis-tration	Operation & Maint.	Trans-portation	Total
80 4080	66.94	6.38	9.78	3.25	13.64	100.00
80 4090	80.01	6.57	9.66	0.17	3.59	100.00
80 4100	79.10	4.39	9.30	4.01	3.21	100.00
80 4105	0.0	0.0	0.0	0.0	0.0	0.0
80 4110	61.07	9.48	18.08	2.87	8.50	100.00
80 4130	58.44	9.43	15.92	2.68	13.53	100.00
80 4140	66.27	13.10	9.51	3.57	7.55	100.00
80 4150	70.45	8.10	11.44	1.97	8.05	100.00
80 4160	49.22	6.72	11.39	5.39	27.27	100.00
80 4170	74.14	10.24	9.65	0.0	5.97	100.00
80 4180	72.58	14.25	7.44	0.0	5.73	100.00
80 4190	75.27	7.02	13.34	1.13	3.24	100.00
80 4210	64.52	9.91	7.49	4.79	13.30	100.00
80 4240	78.80	10.56	9.87	0.0	0.77	100.00
80 4250	72.06	8.86	12.97	0.0	6.11	100.00
80 4260	69.34	8.67	9.60	0.0	12.40	100.00
80 4270	69.40	10.28	7.53	0.80	11.99	100.00
80 4280	74.69	8.38	8.52	0.15	8.26	100.00
80 4320	76.99	4.95	9.88	1.53	6.65	100.00
80 4370	76.61	6.91	9.64	0.35	6.49	100.00
80 4390	73.02	9.82	9.40	0.61	7.15	100.00
80 4420	70.19	9.48	9.36	2.69	8.28	100.00
80 4480	67.68	9.55	15.27	4.54	2.95	100.00
80 4500	64.06	8.43	8.32	0.55	18.64	100.00
80 4520	66.69	12.60	13.04	1.40	6.28	100.00
80 4550	69.93	7.36	10.37	5.06	7.27	100.00
80 4570	61.55	5.86	8.40	2.57	21.61	100.00
80 4580	73.91	10.42	7.69	1.11	6.87	100.00
80 4590	76.04	9.34	11.43	0.0	3.20	100.00
80 4600	70.58	13.81	8.04	1.50	6.06	100.00
80 4670	66.14	6.72	7.24	3.08	16.82	100.00
80 4680	56.28	8.16	12.84	4.66	18.06	100.00
80 4720	74.04	6.00	8.18	2.38	9.39	100.00
80 4730	69.85	8.73	13.44	0.83	7.14	100.00
80 4900	47.76	8.19	10.47	3.92	29.66	100.00
80 4930	74.63	18.55	5.37	0.0	1.45	100.00
80 4940	78.72	7.09	3.41	10.70	0.07	100.00
80 5010	51.33	8.84	16.88	10.15	12.80	100.00
80 5020	62.11	6.55	11.92	18.52	0.90	100.00
80 5030	64.58	12.37	6.35	7.82	8.87	100.00
80 6010	57.32	8.67	10.01	2.83	21.18	100.00
80 7010	81.10	4.29	6.04	0.64	7.94	100.00
80 7020	65.48	4.98	11.20	3.34	15.01	100.00
80 8010	56.16	9.43	13.76	1.49	19.16	100.00

Code #	Instruction	Special Education	Adminis- tration	Operation & Maint.	Trans- portation	Total
81 1010	51.81	6.51	13.68	21.04	6.96	100.00
81 1020	68.79	5.36	13.47	9.51	2.87	100.00
81 1030	44.44	8.61	10.08	23.04	13.82	100.00
81 1040	63.29	5.00	11.40	8.34	11.97	100.00
81 105C	54.89	6.12	13.63	19.52	5.84	100.00
81 1060	63.97	4.94	13.81	10.58	6.70	100.00
81 1070	59.57	5.06	13.36	13.74	8.28	100.00
81 1080	63.21	4.81	14.09	8.49	9.40	100.00
81 1090	58.22	7.65	7.77	10.80	15.56	100.00
81 1100	58.37	6.35	16.28	12.77	6.23	100.00
81 1110	61.35	4.97	12.19	12.26	9.24	100.00
81 1120	63.38	4.70	13.58	7.58	10.76	100.00
81 1130	63.37	6.12	10.37	9.16	10.99	100.00
81 1140	61.88	5.60	12.14	11.50	8.87	100.00
81 1150	62.19	7.35	11.78	11.46	7.22	100.00
81 1160	57.51	6.41	9.91	17.97	8.20	100.00
81 1170	58.99	5.48	10.44	15.57	9.52	100.00
81 1180	64.17	4.58	10.77	8.65	11.83	100.00
81 1190	60.43	4.10	13.22	9.65	12.60	100.00
81 1210	53.11	7.42	10.50	14.43	14.55	100.00
81 1220	63.10	4.91	12.64	10.32	9.03	100.00
81 1230	55.33	5.60	12.44	14.88	11.74	100.00
81 1240	62.88	4.41	10.31	13.46	8.94	100.00
81 1250	52.73	4.82	18.02	8.26	16.17	100.00
81 1260	49.54	5.45	11.75	8.64	24.62	100.00
81 1270	64.00	6.34	12.94	11.89	4.83	100.00
81 1280	47.13	7.05	21.46	7.99	16.37	100.00
81 1290	59.12	11.71	18.70	5.93	4.54	100.00
81 1300	69.34	6.60	11.98	2.69	9.38	100.00
81 1310	58.30	9.15	10.60	2.15	19.80	100.00
81 2010	58.34	5.72	13.10	15.97	6.87	100.00
81 2020	58.48	6.21	16.18	13.56	5.57	100.00
81 2030	69.03	4.49	11.79	8.73	5.96	100.00
81 2040	58.54	6.32	17.41	11.15	6.58	100.00
81 2050	63.91	6.61	14.13	10.29	5.06	100.00
81 2060	60.60	6.28	10.13	17.73	5.26	100.00
81 2070	62.23	4.87	10.47	16.10	6.33	100.00
81 2080	57.02	6.63	13.81	19.17	3.38	100.00
81 2090	64.65	5.85	11.02	10.88	7.61	100.00
81 2100	56.25	4.67	14.54	14.24	10.30	100.00
81 2110	58.81	8.52	10.82	10.07	11.78	100.00
81 2120	56.46	5.59	11.77	14.14	12.05	100.00
81 2130	58.80	8.43	7.83	9.48	15.46	100.00
81 2140	69.20	4.27	12.40	8.27	5.87	100.00
81 2150	62.43	5.58	10.84	11.93	9.22	100.00
81 2160	65.49	6.91	9.81	7.11	10.68	100.00

Code #	Instruction	Special Education	Administration	Operation & Maint.	Transportation	Total
81 2170	60.63	7.27	10.91	12.63	8.56	100.00
81 2180	66.52	5.91	10.04	14.25	3.28	100.00
81 2190	65.33	5.37	10.34	5.49	13.47	100.00
81 2200	68.89	5.77	9.19	11.70	4.45	100.00
81 2210	59.72	5.89	11.82	12.33	10.24	100.00
81 2220	68.36	3.81	10.39	10.29	7.15	100.00
81 2230	62.66	5.11	11.18	16.93	4.11	100.00
81 2240	66.59	3.61	10.34	9.69	9.77	100.00
81 2250	64.37	7.39	13.39	9.59	5.26	100.00
81 2260	69.48	4.87	10.99	10.02	4.64	100.00
81 2270	64.45	4.95	10.13	13.60	6.87	100.00
81 2280	65.01	5.45	9.95	11.95	7.64	100.00
81 2290	60.66	5.47	9.40	12.53	11.95	100.00
81 2300	61.45	4.53	12.22	8.13	13.67	100.00
81 3010	62.43	5.23	10.56	4.05	17.73	100.00
81 3020	68.84	5.73	13.82	2.34	9.27	100.00
81 3030	69.59	4.81	14.23	3.29	8.07	100.00
81 3040	72.59	4.42	12.35	2.51	8.14	100.00
81 3050	72.76	4.67	12.56	2.10	7.92	100.00
81 3060	66.72	10.59	14.43	0.58	7.68	100.00
81 3070	67.19	5.38	15.06	2.08	10.30	100.00
81 3100	69.53	6.39	11.84	1.05	11.20	100.00
81 3110	71.93	5.87	8.12	3.54	10.54	100.00
81 3130	68.94	4.54	13.31	1.44	11.77	100.00
81 3140	68.61	4.79	13.25	0.55	12.81	100.00
81 3150	74.15	7.57	12.52	2.26	3.51	100.00
81 3160	65.61	12.79	8.39	9.46	3.75	100.00
81 3200	63.53	4.57	11.19	0.91	19.79	100.00
81 3220	79.26	5.07	7.69	1.16	6.82	100.00
81 3230	66.94	3.23	11.54	2.11	16.18	100.00
81 3240	66.92	5.66	13.44	2.55	11.42	100.00
81 3260	47.97	7.71	12.38	2.65	29.29	100.00
81 3280	64.64	9.17	12.46	1.21	12.52	100.00
81 3320	79.48	3.80	16.72	0.0	0.0	100.00
81 3340	52.40	5.94	7.61	19.94	14.10	100.00
81 3350	68.98	6.62	11.34	1.08	11.98	100.00
81 3430	56.38	9.45	13.19	4.90	16.07	100.00
81 3450	62.18	5.53	12.75	1.62	17.91	100.00
81 3460	61.10	5.55	10.76	11.01	11.58	100.00
81 4010	68.39	4.31	13.23	4.92	9.15	100.00
81 4020	69.24	4.29	13.70	2.75	10.03	100.00
81 4030	72.68	7.35	10.75	4.01	5.20	100.00
81 4040	47.12	6.48	8.02	2.52	35.87	100.00
81 4050	73.43	7.45	7.91	1.58	9.63	100.00
81 4060	63.77	7.75	9.36	3.11	16.01	100.00
81 4070	76.38	5.67	8.91	0.44	8.60	100.00

Code #	Instruction	Special Education	Adminis-tration	Operation & Maint.	Trans-portation	Total
81 4080	66.93	7.59	10.68	3.31	11.48	100.00
81 4090	76.93	7.48	9.72	0.25	5.63	100.00
81 4100	76.02	5.21	11.16	4.33	3.28	100.00
81 4105	65.64	7.29	8.53	4.77	13.77	100.00
81 4110	56.88	9.22	21.98	1.97	9.95	100.00
81 4130	57.68	10.76	11.93	2.75	16.88	100.00
81 4140	65.88	12.97	10.00	3.47	7.69	100.00
81 4150	72.97	8.99	9.12	0.95	7.97	100.00
81 4160	37.85	5.10	9.88	3.56	43.60	100.00
81 4170	73.89	9.97	9.67	1.83	4.65	100.00
81 4180	70.46	12.93	9.81	0.0	6.80	100.00
81 4190	75.14	8.44	12.29	1.51	2.63	100.00
81 4210	62.05	9.77	8.96	4.28	14.94	100.00
81 4240	79.64	9.52	9.38	0.26	1.20	100.00
81 4250	70.13	8.33	18.34	0.0	3.19	100.00
81 4260	51.88	9.71	8.21	0.0	30.20	100.00
81 4270	69.34	11.52	8.21	0.96	9.98	100.00
81 4280	70.50	8.37	8.56	0.20	12.37	100.00
81 4320	70.86	7.66	6.57	2.00	12.90	100.00
81 4370	75.76	7.44	7.73	0.75	8.31	100.00
81 4390	66.94	11.30	7.48	0.63	13.66	100.00
81 4420	70.46	10.30	8.01	3.36	7.87	100.00
81 4480	69.39	11.86	9.64	4.77	4.34	100.00
81 4500	62.93	10.86	10.57	0.89	14.74	100.00
81 4520	66.68	15.56	10.49	1.47	5.80	100.00
81 4550	72.22	7.56	11.13	4.10	4.98	100.00
81 4570	58.38	5.40	7.88	2.09	26.25	100.00
81 4580	72.62	10.01	8.50	1.67	7.21	100.00
81 4590	73.47	10.70	9.82	0.0	6.01	100.00
81 4600	70.18	16.60	7.27	1.25	4.71	100.00
81 4670	65.22	9.51	8.42	2.89	13.96	100.00
81 4680	58.80	7.85	12.45	5.27	15.62	100.00
81 4720	77.15	6.37	7.33	2.58	6.56	100.00
81 4730	72.32	8.20	11.35	1.13	7.00	100.00
81 4900	50.43	6.56	8.58	4.58	29.85	100.00
81 4930	42.19	10.84	6.51	0.68	39.78	100.00
81 4940	69.71	8.05	6.97	10.54	4.73	100.00
81 5010	56.76	10.10	15.93	8.97	8.24	100.00
81 5020	58.45	6.68	13.90	19.63	1.33	100.00
81 5030	64.90	7.55	5.40	8.23	13.82	100.00
81 6010	54.72	8.80	11.88	2.45	22.15	100.00
81 7010	81.84	4.52	7.59	0.60	5.45	100.00
81 7020	65.73	5.66	11.40	3.02	14.18	100.00
81 8010	55.34	10.58	15.36	1.55	17.17	100.00

APPENDIX "C"

Z-Scores of Expenditures, 1977 to 1981

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans- portation	Capital, Transfer	Total
77 1010	1.050	0.698	1.749	-1.212	1.766	0.477	2.897	5.021	2.095	4.476
77 1020	-0.043	0.111	0.287	-1.212	-0.032	-0.303	0.213	0.094	-0.532	-0.231
77 1030	0.950	0.842	0.968	0.279	1.248	0.677	1.065	4.456	0.038	3.064
77 1040	0.291	0.545	0.023	0.173	0.276	-0.292	0.365	0.209	-0.500	0.079
77 1050	1.018	0.399	0.460	-1.212	0.914	-0.003	1.401	2.714	-0.385	1.832
77 1060	0.375	0.070	0.233	-1.196	0.132	-0.180	0.468	0.437	-0.202	0.213
77 1070	0.970	0.151	0.014	-0.968	0.159	-0.267	0.406	0.857	0.587	0.529
77 1080	0.142	-0.090	0.168	-0.519	-0.089	0.065	-0.161	0.054	0.028	-0.040
77 1090	-0.148	-0.147	-0.089	-0.367	-0.481	-0.144	-0.761	0.239	0.580	-0.349
77 1100	0.140	0.380	0.753	-0.503	0.707	-0.161	0.492	1.287	-0.063	0.979
77 1110	-0.327	-0.630	-0.267	1.320	-0.811	-0.390	-0.725	0.566	0.920	-0.495
77 1120	0.074	0.202	0.164	0.554	0.216	-0.381	0.523	0.067	0.352	0.197
77 1130	0.620	0.397	0.234	0.361	0.604	0.013	-0.163	0.380	-0.483	0.413
77 1140	-0.260	0.845	0.492	-0.253	0.418	-0.032	1.243	1.001	-0.774	0.716
77 1150	-0.081	-0.087	0.101	0.696	-0.043	-0.096	-0.011	0.429	-0.384	-0.027
77 1160	-0.191	-0.192	0.393	0.261	0.190	-0.167	0.344	1.825	-0.609	0.623
77 1170	0.119	-0.074	0.143	-0.568	-0.084	-0.359	-0.046	1.190	-0.292	0.101
77 1180	0.163	-0.054	0.106	0.825	0.055	-0.385	-0.408	0.178	0.805	0.030
77 1190	-0.191	-0.100	0.166	0.990	-0.085	-0.386	-0.162	0.603	0.110	-0.044
77 1200	0.326	0.187	0.011	0.508	0.149	-0.383	-0.222	0.707	-0.426	-0.010
77 1210	0.415	0.550	-0.051	0.121	0.276	-0.075	0.490	0.938	1.678	1.039
77 1220	1.066	-0.070	0.134	-1.212	0.280	-0.357	0.141	0.429	-0.106	0.180
77 1230	0.404	-0.093	-0.035	-0.039	-0.090	-0.231	0.450	1.172	-0.410	0.232
77 1240	0.379	0.017	0.007	0.009	0.004	-0.287	-0.349	0.765	0.203	0.109
77 1250	1.639	-0.722	-0.171	-0.910	0.419	-0.075	2.100	0.219	2.186	1.373
77 1260	0.006	0.386	0.273	-0.893	0.116	-0.124	0.851	0.369	1.547	0.743
77 1270	0.765	0.213	0.153	0.395	0.538	-0.219	0.230	0.666	-0.116	0.534
77 1280	2.165	0.086	0.129	0.358	1.568	0.008	4.661	0.868	2.481	3.113
77 1290	0.063	0.523	0.275	-1.008	0.395	-0.332	0.553	-0.442	-0.001	0.083
77 1300	-0.412	0.298	-0.019	0.598	-0.223	-0.204	-0.053	-0.543	0.610	-0.308
77 2010	-0.013	-0.065	0.120	-0.494	-0.167	-0.223	0.410	1.219	-0.033	0.287
77 2020	0.368	0.425	0.090	-0.498	0.224	-0.089	0.823	1.097	-0.122	0.659
77 2030	0.112	0.318	0.211	0.435	0.298	-0.357	0.227	0.091	-0.412	0.012
77 2040	0.026	-0.224	0.448	1.047	0.196	-0.087	1.044	0.832	-0.751	0.431
77 2050	0.039	-0.612	0.470	-0.411	-0.002	-0.207	-0.023	0.557	-0.427	-0.021
77 2060	0.412	0.019	10.002	0.794	0.764	0.017	0.260	1.984	-0.477	1.196
77 2070	2.656	0.424	0.678	-0.376	1.955	-0.058	0.356	1.114	-0.420	1.738
77 2080	0.845	0.426	0.396	-1.212	0.637	-0.087	0.680	2.144	-0.970	1.077
77 2090	0.157	0.044	-0.075	-0.370	-0.293	-0.053	-0.337	0.710	0.372	0.039
77 2100	0.143	-0.047	0.039	-0.909	-0.252	0.003	0.298	1.289	-0.443	0.232
77 2110	0.466	-0.023	0.020	-0.267	-0.157	0.033	0.101	0.351	0.285	0.126
77 2120	-0.353	0.130	0.083	1.644	-0.009	-0.232	0.029	0.894	-0.235	0.143
77 2130	-0.731	0.177	0.497	-0.086	0.061	-0.029	-0.308	0.617	-0.848	-0.038
77 2140	-0.090	0.155	0.242	-0.723	0.022	-0.375	-0.124	0.192	-0.509	-0.261
77 2150	0.374	0.039	0.395	-1.011	0.165	-0.300	0.073	0.773	-0.841	0.043
77 2160	-0.377	0.016	0.100	0.155	-0.229	-0.205	0.478	0.057	0.019	-0.134

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans- portation	Capital, Transfer	Total
77 2170	0.265	0.979	0.068	0.037	0.416	0.052	0.200	0.871	0.275	0.750
77 2180	0.186	0.245	0.470	1.687	0.745	-0.289	0.145	0.977	-0.570	0.623
77 2190	0.309	-0.049	0.188	0.307	0.138	-0.307	-0.363	-0.245	0.298	-0.144
77 2200	-0.014	-0.023	0.274	1.090	0.309	-0.174	-0.353	0.597	-0.665	0.097
77 2210	0.036	-0.346	0.362	1.357	0.210	-0.270	0.093	0.677	-0.410	0.172
77 2220	0.090	0.193	0.089	0.222	0.054	-0.378	-0.433	0.446	-0.636	-0.251
77 2230	0.053	0.159	0.122	0.082	0.080	-0.345	-0.023	1.499	-0.739	0.224
77 2240	-0.074	-0.311	0.136	0.287	-0.279	-0.390	-0.586	0.296	-0.346	-0.507
77 2250	-0.069	-0.037	0.211	-0.041	0.020	-0.037	0.672	0.376	-0.367	0.185
77 2260	0.410	0.334	0.438	1.085	0.845	-0.217	0.387	0.611	-0.504	0.671
77 2270	-0.388	-0.576	0.078	0.027	-0.598	-0.177	-0.578	0.711	-0.227	-0.449
77 2280	0.487	-0.135	0.052	0.356	0.091	-0.330	0.055	0.515	-0.284	0.024
77 2290	-0.258	0.081	0.272	0.733	0.114	-0.265	-0.354	0.739	-0.657	-0.035
77 2300	0.148	-0.289	0.092	-0.377	-0.235	-0.452	-0.253	0.117	-0.021	-0.412
77 3010	0.784	-0.190	0.366	-0.320	0.424	-0.268	-0.200	-0.524	0.681	0.116
77 3020	1.186	0.315	0.275	2.160	1.011	-0.350	0.811	-0.647	-0.201	0.447
77 3030	0.612	0.418	0.220	-0.130	0.496	-0.426	0.617	-0.677	-0.048	0.028
77 3040	0.354	0.199	0.109	0.573	0.233	-0.040	0.210	-0.599	-0.264	-0.089
77 3050	0.943	0.217	0.069	0.348	0.448	-0.413	0.209	-0.769	-0.270	-0.181
77 3060	-3.432	-2.340	-0.799	-1.212	-4.034	2.943	-2.356	-0.896	0.436	-2.157
77 3070	0.540	0.110	0.231	-0.618	0.309	-0.487	0.762	-0.738	-0.089	-0.137
77 3080	-3.432	-2.340	-0.799	-1.212	-4.034	1.567	-2.302	-0.868	-1.042	-3.200
77 3100	-0.205	0.196	0.125	1.449	0.140	-0.133	0.143	-0.749	-0.500	-0.331
77 3110	-0.763	-0.321	0.849	-0.244	-0.153	-0.355	0.177	-0.437	-1.125	-0.693
77 3130	-0.587	0.026	0.361	0.019	0.223	-0.261	1.021	-0.775	0.693	0.160
77 3140	0.387	0.078	0.385	0.055	0.792	-0.185	0.302	-0.847	0.170	0.284
77 3150	-3.423	-2.329	-0.799	-1.212	-4.022	8.151	-2.066	-0.886	0.800	0.595
77 3160	-0.064	-1.061	0.558	-1.085	-0.413	0.018	0.118	0.031	-1.071	-0.527
77 3200	-0.120	-0.113	0.088	-0.322	-0.235	-0.378	-0.414	-0.796	0.755	-0.536
77 3220	0.752	0.360	-0.799	4.959	1.394	-0.304	-0.525	-0.801	-0.072	0.426
77 3230	0.284	-0.012	-0.799	-0.418	0.078	-0.440	-1.073	-0.595	-0.820	-0.825
77 3240	-0.073	0.064	0.156	1.176	0.122	0.042	0.525	-0.592	-0.107	-0.014
77 3250	0.245	0.441	-0.799	2.228	0.730	0.0	-0.729	-0.425	-0.704	0.027
77 3260	0.802	-0.337	-0.656	-0.948	-0.635	-0.211	0.835	-0.658	1.405	-0.244
77 3280	0.766	0.491	0.219	-0.839	0.585	-0.041	0.286	-0.800	0.105	0.203
77 3310	-3.432	-2.340	-0.799	-1.212	-4.034	6.989	0.249	-0.896	-1.627	-0.108
77 3320	2.980	8.526	-0.799	-1.212	3.805	-0.081	4.981	-0.896	-1.627	3.048
77 3340	0.508	-2.340	-0.799	-1.162	0.399	-0.209	0.502	1.693	0.878	1.125
77 3350	-0.019	-0.003	0.142	-0.819	-0.195	-0.245	-0.442	-0.854	-0.419	-0.772
77 3430	-0.200	-0.283	-0.799	0.021	-0.387	0.158	0.271	-0.243	3.718	0.738
77 3450	-0.452	-0.661	0.451	0.577	-0.451	-0.147	-0.069	-0.728	1.265	-0.342
77 4010	0.409	0.190	0.100	0.594	0.241	-0.313	0.242	-0.505	0.138	-0.073
77 4020	0.943	0.262	0.151	0.958	0.680	-0.314	0.492	-0.597	0.066	0.244
77 4030	0.442	0.136	0.106	-0.836	0.112	-0.163	-0.325	-0.533	-0.665	-0.436
77 4040	-0.999	-0.885	-0.799	0.359	-1.325	0.026	0.008	-0.726	-1.051	-1.465
77 4050	0.893	0.205	-0.799	-1.212	0.393	-0.040	-0.793	-0.608	0.267	-0.063

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans-portation	Capital, Transfer	Total
77 4060	0.662	-0.163	0.005	-0.275	-0.042	-0.260	-0.203	-0.588	0.386	-0.314
77 4070	-0.427	0.053	0.236	-0.873	-0.226	-0.288	-0.920	-0.859	-0.014	-0.818
77 4080	0.141	-0.089	0.043	0.231	-0.071	-0.153	-0.456	-0.630	-0.550	-0.595
77 4090	0.093	0.634	0.255	0.548	0.667	-0.178	-0.837	-0.848	0.071	-0.081
77 4100	-0.060	0.834	-0.799	0.206	0.361	-0.332	-0.884	-0.483	-1.144	-0.571
77 4110	-0.548	1.110	-0.799	2.120	-0.032	0.181	0.602	-0.557	1.001	0.261
77 4130	-0.047	-0.319	0.041	0.063	-0.315	0.021	-0.477	-0.532	0.966	-0.261
77 4140	-0.423	0.557	-0.799	1.495	-0.198	0.733	0.514	-0.230	-0.533	0.115
77 4150	0.395	0.320	-0.799	-1.212	0.072	-0.065	-0.640	-0.765	1.366	-0.042
77 4160	0.015	0.249	-0.799	1.233	0.160	-0.150	1.373	-0.358	3.247	1.058
77 4170	-0.624	0.263	0.260	-1.212	-0.102	-0.180	-0.839	-0.896	-0.443	-0.783
77 4180	-0.234	0.099	-0.799	-1.212	-0.434	-0.105	-0.661	-0.896	-1.085	-1.110
77 4190	-0.569	-0.204	-0.799	-0.282	-0.712	-0.438	-0.544	-0.896	-0.167	-1.210
77 4210	-0.140	-0.055	-0.094	0.206	-0.362	0.373	-0.949	-0.664	-0.625	-0.683
77 4240	0.993	0.935	-0.799	0.900	1.210	0.518	-1.556	-0.760	-1.298	0.170
77 4250	0.340	0.479	-0.799	-1.212	0.193	-0.051	0.810	-0.896	-0.852	-0.247
77 4260	-0.060	0.243	-0.799	-1.212	-0.227	-0.172	-0.450	-0.896	-0.932	-0.908
77 4270	-0.280	0.853	-0.091	-0.078	-0.105	0.128	-0.777	-0.795	-0.621	-0.629
77 4280	0.417	-0.664	-0.799	-0.354	-0.403	-0.037	-0.947	-0.829	-0.443	-0.928
77 4320	0.633	-0.191	-0.799	0.124	0.019	-0.352	-1.044	-0.761	-0.727	-0.852
77 4360	0.401	-0.259	-0.066	2.197	0.114	-0.053	-0.684	-0.798	-1.073	-0.659
77 4370	-0.455	0.227	0.069	0.219	-0.141	-0.323	-0.647	-0.892	-0.557	-0.867
77 4380	0.076	-0.284	-0.799	1.509	-0.089	-0.070	-0.837	-0.705	0.241	-0.473
77 4390	-0.235	0.181	-0.799	-1.212	-0.263	-0.190	-0.520	-0.835	-0.489	-0.822
77 4420	-0.199	-0.039	-0.799	-1.212	-0.481	-0.131	-0.757	-0.809	0.491	-0.738
77 4480	0.481	0.260	-0.799	0.478	0.351	0.182	-0.754	-0.799	-1.003	-0.371
77 4500	0.298	0.219	0.467	-1.030	0.520	0.069	-0.827	-0.779	-0.020	-0.060
77 4520	0.557	0.172	-0.799	-1.212	0.105	0.318	1.270	-0.887	-0.049	0.186
77 4550	-0.637	-0.200	-0.799	-1.212	-0.926	-0.189	-0.708	-0.481	0.011	-1.082
77 4570	-0.891	-0.191	-0.799	-0.349	-1.026	-0.284	-1.068	-0.540	1.743	-0.853
77 4580	-0.915	-0.018	-0.799	0.373	-0.723	-0.069	-1.036	-0.879	-0.458	-1.214
77 4590	0.770	0.924	-0.799	-1.212	0.739	-0.236	-1.092	-0.896	-0.954	-0.397
77 4600	-0.453	-0.346	0.468	0.761	0.159	0.016	-1.321	-0.790	-0.506	-0.584
77 4670	-0.083	-0.193	-0.799	0.253	-0.214	-0.313	-0.466	-0.669	2.214	-0.077
77 4680	0.118	-0.632	-0.103	0.668	-0.391	-0.334	0.005	-0.377	1.719	-0.134
77 4720	-0.394	-0.486	0.090	0.561	-0.410	0.078	-1.022	-0.679	0.082	-0.703
77 4730	-0.851	-0.243	-0.799	0.207	-0.895	0.146	-0.505	-0.634	0.074	-0.887
77 5010	-3.432	-2.340	-0.799	-1.212	-4.034	-0.712	-2.356	-0.896	-1.627	-4.504
77 5020	-0.492	0.406	-0.799	-1.212	-0.595	-0.272	1.531	1.464	-1.624	-0.120
77 5030	-0.333	0.356	0.346	0.876	0.313	-0.008	-0.616	-0.039	-0.511	-0.063
77 6010	-0.313	-0.299	0.093	0.013	-0.435	0.262	0.165	-0.672	0.090	-0.362
77 7040	0.476	-0.040	-0.799	2.078	0.631	-0.375	-0.511	-0.863	-0.610	-0.314
77 7020	-0.229	-0.187	0.070	0.276	-0.307	-0.299	-0.519	-0.546	1.369	-0.323
77 8010	-3.432	-2.340	0.440	1.008	1.787	0.292	2.107	-0.890	4.791	2.815
77 8020	-3.432	-2.340	0.163	-1.212	0.456	-0.367	0.161	-0.896	1.111	0.148

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans- portation	Capital, Transfer	Total
78 1010	1.641	1.686	2.542	-1.041	2.785	0.188	3.660	4.969	1.084	5.378
78 1020	-0.133	0.369	0.289	-0.036	0.080	-0.242	-0.084	0.052	-0.950	-0.442
78 1030	0.823	1.173	1.263	0.072	1.291	0.250	2.209	4.225	-0.622	3.240
78 1040	0.424	0.595	0.060	0.020	0.265	-0.218	0.451	0.232	0.419	0.288
78 1050	1.304	0.485	0.613	-1.253	1.087	-0.064	1.764	2.695	0.265	2.298
78 1060	-0.043	0.439	0.374	-0.160	0.290	-0.190	0.406	0.567	0.302	0.426
78 1070	0.742	0.197	0.171	-1.014	0.144	-0.186	0.428	0.994	0.104	0.446
78 1080	0.029	0.296	0.146	-0.119	-0.007	-0.275	-0.211	0.023	-0.069	-0.341
78 1090	-0.251	-0.540	0.025	-0.056	-0.532	-0.191	-0.873	0.355	0.346	-0.550
78 1100	0.469	0.111	1.089	-0.915	0.747	-0.136	0.559	1.302	0.586	1.225
78 1110	-0.175	-0.335	0.061	2.153	-0.164	-0.264	-0.028	0.506	2.565	0.509
78 1120	-0.033	0.705	0.259	0.454	0.277	-0.269	0.101	0.083	0.109	0.019
78 1130	0.626	0.509	0.351	0.422	0.685	-0.048	-0.224	0.373	-0.276	0.477
78 1140	0.047	0.944	0.491	-0.319	0.460	-0.067	1.045	0.925	-1.036	0.603
78 1150	-0.182	-0.003	0.155	-0.002	-0.133	-0.100	0.179	0.402	-0.493	-0.130
78 1160	0.006	-0.004	0.368	0.082	0.241	-0.162	0.212	1.714	-0.374	0.649
78 1170	0.267	0.046	0.186	-0.638	0.004	-0.286	0.049	1.178	-0.031	0.191
78 1180	0.198	-0.112	0.032	0.689	-0.048	-0.295	-0.317	0.196	0.935	-0.073
78 1190	-0.073	-0.100	0.126	0.802	-0.094	-0.296	0.011	0.511	0.299	-0.078
78 1200	0.155	0.712	-0.013	0.414	0.129	-0.314	-0.231	0.631	-0.329	-0.112
78 1210	0.009	0.974	-0.059	-0.318	0.040	-0.164	0.325	1.060	0.381	0.469
78 1220	0.101	0.047	0.218	0.858	0.210	-0.263	0.325	0.372	0.111	0.145
78 1230	0.421	-0.107	0.014	0.018	-0.056	-0.218	0.531	1.332	-0.332	0.307
78 1240	0.571	0.114	-0.003	-0.153	0.033	-0.271	-0.183	0.824	-0.293	-0.041
78 1250	-0.060	-0.588	0.122	-0.767	-0.562	-0.194	1.487	0.141	1.870	0.305
78 1260	0.084	0.633	0.325	-0.891	0.162	-0.180	0.338	0.340	0.755	0.358
78 1270	0.695	0.242	0.156	0.595	0.486	-0.227	0.513	0.733	-0.604	0.378
78 1280	2.209	-0.097	-0.029	0.504	1.544	-0.105	5.352	0.771	2.796	3.350
78 1290	0.134	0.490	0.273	-0.484	0.330	-0.249	0.728	-0.436	-0.451	-0.136
78 1300	-0.541	0.684	0.041	1.037	-0.118	-0.174	-0.154	-0.604	0.697	-0.350
78 2010	-0.201	-0.028	0.140	-0.326	-0.273	-0.201	0.232	1.004	0.248	0.121
78 2020	0.490	0.517	0.179	-0.112	0.364	-0.137	1.319	1.135	-0.314	0.807
78 2030	0.016	0.516	0.261	0.579	0.324	-0.254	0.225	0.091	-0.246	0.004
78 2040	0.381	-0.295	0.610	0.917	0.396	-0.118	0.480	0.808	-0.419	0.494
78 2050	0.033	-0.979	0.716	-0.492	0.015	-0.206	0.134	0.379	0.049	0.0
78 2060	0.672	0.149	9.195	0.505	0.987	-0.103	0.772	1.953	-0.176	1.537
78 2070	0.933	-0.755	0.454	-0.738	0.221	-0.102	-0.038	0.903	-0.496	0.277
78 2080	0.838	0.419	0.319	-1.253	0.464	-0.144	0.773	1.955	-1.157	0.846
78 2090	0.311	-0.121	0.038	-0.403	-0.240	-0.118	-0.030	0.565	0.668	0.106
78 2100	0.343	-0.183	0.242	-0.857	-0.121	-0.165	0.514	1.195	-0.599	0.181
78 2110	0.277	-0.207	0.061	-0.023	-0.245	-0.075	0.205	0.178	0.128	-0.101
78 2120	0.021	0.561	0.097	0.320	0.077	-0.241	0.224	1.093	0.268	0.377
78 2130	-0.726	0.365	0.460	-1.201	-0.159	-0.028	-0.298	0.511	-0.839	-0.238
78 2140	0.088	0.400	0.339	-0.743	0.193	-0.297	-0.005	0.244	-0.381	-0.164
78 2150	0.380	-0.185	0.321	-1.133	-0.052	-0.231	0.716	0.597	0.118	0.168
78 2160	-0.389	-0.090	0.126	0.465	-0.248	-0.210	-0.144	-0.022	-0.277	-0.511

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans-portation	Capital, Transfer	Total
78 2170	-0.066	1.195	0.167	-0.378	0.199	-0.093	0.364	0.700	-0.294	0.338
78 2180	0.244	0.476	0.516	1.831	0.847	-0.244	-0.088	0.995	-0.909	0.507
78 2190	0.488	0.133	0.177	0.316	0.228	-0.270	-0.238	-0.275	0.206	-0.213
78 2200	0.242	0.015	0.268	1.310	0.456	-0.158	0.057	0.634	-0.605	0.279
78 2210	0.387	-0.232	0.272	-1.179	-0.054	-0.231	-0.014	0.645	-0.609	-0.183
78 2220	0.091	0.272	0.033	-0.075	-0.078	-0.302	-0.431	0.342	-0.291	-0.404
78 2230	0.007	0.377	0.212	-0.095	0.119	-0.273	-0.183	1.280	-0.788	0.068
78 2240	-0.064	-0.591	0.199	0.072	-0.344	-0.313	-0.558	0.233	0.067	-0.586
78 2250	-0.077	-0.172	0.253	-0.219	-0.081	-0.127	0.262	0.283	-0.477	-0.143
78 2260	0.291	0.695	0.457	1.293	0.854	-0.193	-0.046	0.499	-1.032	0.341
78 2270	-0.349	-0.448	0.104	-0.067	-0.492	-0.163	-0.363	0.673	-0.197	-0.394
78 2280	0.461	-0.033	0.055	0.067	0.034	-0.264	0.175	0.500	-0.494	-0.134
78 2290	-0.285	0.049	0.360	0.133	-0.001	-0.218	0.084	0.632	-0.544	-0.095
78 2300	0.060	-0.574	0.233	-0.451	-0.292	-0.316	-0.232	0.105	0.360	-0.446
78 3010	0.598	-0.394	0.194	-0.591	0.005	-0.261	-0.492	-0.515	0.752	-0.376
78 3020	1.004	0.334	0.265	1.977	0.819	-0.284	0.811	-0.671	-0.266	0.164
78 3030	0.623	0.474	0.267	-0.189	0.441	-0.289	0.639	-0.666	0.006	-0.083
78 3040	0.363	0.353	0.110	0.462	0.198	-0.093	0.406	-0.625	-0.149	-0.144
78 3050	1.033	0.303	0.089	0.313	0.483	-0.313	0.183	-0.787	0.157	-0.190
78 3060	-3.659	-3.420	-0.939	-1.253	-4.470	5.444	-2.267	-0.930	-0.597	1.127
78 3070	0.790	0.138	0.264	-0.716	0.354	-0.349	0.368	-0.766	0.099	-0.285
78 3080	-3.607	-3.420	-0.939	-1.253	-4.443	3.693	-2.396	-0.911	-1.040	-0.758
78 3100	-0.297	-0.062	0.109	1.594	-0.036	-0.181	0.825	-0.760	-0.296	-0.401
78 3110	-0.665	0.321	0.947	-0.259	0.060	-0.247	-0.753	-0.449	-1.091	-0.857
78 3130	-0.255	-0.380	0.458	0.186	0.233	-0.232	0.354	-0.794	-0.507	-0.436
78 3140	-0.083	0.024	0.276	-0.157	0.219	-0.197	0.034	-0.863	-0.068	-0.393
78 3150	-3.659	-3.420	-0.939	-1.253	-4.470	6.284	-2.295	-0.930	-0.653	1.951
78 3160	-0.206	-1.324	0.752	-1.098	-0.398	-0.097	-0.706	-0.029	-1.178	-0.887
78 3200	-0.059	-0.113	0.143	-0.178	-0.188	-0.300	-0.237	-0.818	0.615	-0.655
78 3220	0.808	0.572	-0.939	5.146	1.680	-0.231	-0.558	-0.768	-0.373	0.462
78 3230	0.172	-0.061	-0.939	-0.592	0.009	-0.300	-1.233	-0.646	-0.894	-1.085
78 3240	-0.047	-0.043	0.180	1.227	0.080	-0.096	0.340	-0.593	0.036	-0.187
78 3250	-0.365	0.218	-0.939	0.708	-0.223	-0.132	-1.112	-0.528	-0.969	-1.031
78 3260	0.656	0.953	-0.939	-0.903	-0.647	-0.181	0.713	-0.718	1.794	-0.290
78 3280	0.805	0.616	0.369	-0.852	0.697	-0.031	0.855	-0.811	-0.236	0.291
78 3310	-3.659	-3.420	-0.939	-1.253	-4.470	6.874	0.997	-0.930	-1.693	3.030
78 3320	3.305	0.478	-0.939	-1.253	2.451	-0.201	2.031	-0.930	-1.693	1.240
78 3340	-0.322	-3.420	-0.939	-1.233	-0.592	-0.279	-0.497	1.919	1.234	0.273
78 3350	-0.059	-0.071	0.034	-0.286	-0.313	-0.243	-0.426	-0.867	0.625	-0.751
78 3430	-0.225	-0.134	-0.939	0.595	-0.192	-0.010	0.091	-0.291	4.980	1.110
78 3450	0.166	-0.589	0.538	0.800	0.102	-0.088	0.203	-0.661	2.024	0.320
78 4010	0.427	0.284	0.089	0.492	0.175	-0.270	0.122	-0.525	0.051	-0.311
78 4020	0.855	0.100	0.196	1.016	0.582	-0.270	0.448	-0.616	-0.0	0.014
78 4030	0.667	0.034	0.114	-0.596	0.148	-0.152	-0.413	-0.500	0.197	-0.286
78 4040	-0.911	-0.657	-0.939	-0.021	-1.166	-0.035	-0.951	-0.693	-0.507	-1.530
78 4050	0.276	-0.048	-0.939	0.037	-0.020	-0.155	-1.046	-0.638	1.251	-0.330

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans- portation	Capital, Transfer	Total
78 4060	0.388	0.024	0.085	-0.243	-0.046	-0.192	-0.117	-0.621	0.115	-0.472
78 4070	-0.357	0.159	0.268	-0.203	-0.075	-0.277	-1.065	-0.887	-0.545	-1.086
78 4080	0.125	0.283	-0.044	0.232	-0.113	-0.181	-0.753	-0.655	0.355	-0.607
78 4090	0.344	0.325	0.406	-0.108	0.618	-0.186	-0.786	-0.847	-1.098	-0.556
78 4100	0.014	1.226	-0.939	0.112	0.432	-0.255	-0.637	-0.440	-1.210	-0.594
78 4110	-0.088	0.860	-0.939	1.388	0.142	-0.095	0.469	-0.427	-0.711	-0.247
78 4130	-0.390	0.007	0.083	-0.192	-0.424	-0.074	-0.648	-0.593	-0.402	-0.884
78 4140	1.224	2.600	-0.939	0.619	1.836	0.695	0.856	-0.010	0.355	2.341
78 4150	-0.228	0.829	-0.939	-1.253	-0.253	-0.274	-0.636	-0.722	0.115	-0.868
78 4160	0.153	-0.085	-0.939	0.721	0.181	-0.060	1.449	-0.174	3.274	1.233
78 4170	-0.068	0.234	0.064	-1.253	-0.268	-0.263	-1.010	-0.930	-0.728	-1.268
78 4180	-0.864	0.332	-0.939	0.996	-0.567	-0.130	-0.417	-0.930	-1.129	-1.325
78 4190	-0.170	-0.017	-0.939	-1.253	-0.535	-0.366	-0.503	-0.800	-0.344	-1.293
78 4210	0.073	-0.667	0.128	0.483	-0.184	-0.174	-1.141	-0.515	0.690	-0.595
78 4240	1.956	1.513	-0.939	1.050	2.026	-0.048	0.458	-0.728	-1.179	0.935
78 4250	1.048	0.376	-0.939	-1.253	0.460	-0.155	0.383	-0.930	-0.921	-0.352
78 4260	-0.353	1.574	-0.939	-1.253	0.083	-0.205	2.712	-0.930	-0.685	-0.070
78 4270	-0.174	0.878	-0.045	0.184	-0.043	-0.088	-0.788	-0.853	0.164	-0.602
78 4280	0.361	-0.289	-0.939	0.381	-0.193	-0.093	-1.026	-0.867	-0.732	-1.022
78 4320	0.421	0.672	-0.939	0.439	0.521	-0.278	-1.215	-0.767	0.010	-0.485
78 4360	-0.694	-0.852	-0.037	2.944	-0.376	-0.159	-0.887	-0.899	-0.734	-1.204
78 4370	-0.510	-0.204	0.430	0.078	-0.005	-0.252	-0.850	-0.912	-0.756	-1.027
78 4380	-0.879	-0.190	-0.939	2.835	-0.434	-0.113	-0.519	-0.744	-0.061	-0.869
78 4390	-0.106	-0.038	-0.939	-1.253	-0.437	-0.243	-0.849	-0.906	-0.672	-1.310
78 4420	-0.317	0.259	-0.939	-1.253	-0.442	-0.148	-1.099	-0.840	0.292	-0.988
78 4480	0.848	0.302	-0.939	0.707	0.634	-0.057	-0.773	-0.836	-0.636	-0.280
78 4500	0.874	-0.023	0.770	-1.253	0.787	-0.017	-0.396	-0.808	0.066	0.163
78 4520	0.214	0.240	-0.939	-1.253	-0.307	0.086	-0.121	-0.883	0.328	-0.432
78 4550	-0.693	-0.195	-0.939	-0.666	-0.890	-0.136	-0.867	-0.489	-0.167	-1.236
78 4570	-1.538	-0.885	-0.261	-0.448	-1.818	0.002	-1.304	-0.670	1.212	-1.577
78 4580	-0.517	-0.139	-0.939	0.115	-0.589	-0.104	-1.167	-0.864	-0.960	-1.425
78 4590	1.339	2.285	-0.939	-1.253	1.556	-0.221	0.529	-0.930	-0.964	0.410
78 4600	-0.526	0.238	0.323	0.810	0.135	-0.039	-1.351	-0.793	-0.667	-0.755
78 4670	-0.236	0.345	-0.939	0.419	-0.103	-0.269	-0.703	-0.712	2.513	-0.112
78 4680	0.158	-1.337	0.039	1.455	-0.322	-0.277	-0.477	-0.322	1.604	-0.319
78 4720	-0.552	-0.561	0.295	0.256	-0.415	-0.101	-1.097	-0.719	-0.191	-1.003
78 4730	-0.593	-0.610	-0.939	0.160	-0.855	-0.047	-0.665	-0.680	-0.258	-1.173
78 5010	0.496	1.399	-0.939	-1.253	0.301	0.027	1.492	2.114	-0.610	1.278
78 5020	-0.664	1.612	-0.939	-1.253	-0.681	-0.243	1.233	1.467	-0.011	0.128
78 5030	-0.461	0.463	0.371	1.319	0.244	-0.030	-0.943	0.013	-0.253	-0.135
78 6010	-0.775	-0.657	0.291	-0.378	-0.810	0.007	-0.388	-0.709	1.058	-0.675
78 7010	0.303	-0.230	-0.939	1.664	0.392	-0.292	-1.332	-0.859	-0.783	-0.874
78 7020	-0.089	-0.255	0.084	0.129	-0.302	-0.253	-0.593	-0.550	0.400	-0.726
78 8010	-3.659	-3.420	0.405	0.398	1.393	0.091	1.381	-0.905	3.803	2.111
78 8020	-3.659	-3.420	0.111	-1.253	-0.017	-0.288	-0.111	-0.930	0.713	-0.506

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans-portation	Capital. Transfer	Total
79 1010	1.415	2.348	1.988	-1.268	2.542	0.182	3.159	4.317	2.167	4.880
79 1020	-0.231	0.227	0.418	-0.147	0.025	-0.265	0.263	0.101	-0.422	-0.235
79 1030	0.733	0.907	1.804	0.133	1.365	0.412	1.204	4.569	0.296	3.353
79 1040	0.282	0.355	0.225	0.321	0.318	-0.219	0.073	0.324	-0.311	0.077
79 1050	1.166	0.554	0.837	-1.359	1.196	-0.022	1.030	2.977	-0.363	2.046
79 1060	0.478	-0.193	0.380	-0.564	0.211	-0.205	0.896	0.587	-0.363	0.295
79 1070	0.336	0.055	0.154	-1.116	-0.155	-0.175	0.338	0.952	-0.139	0.126
79 1080	-0.073	0.222	0.184	-0.117	-0.108	-0.267	-0.144	0.098	-0.387	-0.418
79 1090	-0.252	-0.475	-0.042	-0.004	-0.606	-0.172	-0.963	0.367	0.421	-0.555
79 1100	0.373	0.103	0.730	-1.065	0.338	-0.114	0.788	1.215	1.160	1.094
79 1110	-0.336	-0.366	0.194	1.779	-0.241	-0.240	0.024	0.603	1.599	0.296
79 1120	-0.239	0.561	0.378	0.315	0.163	-0.251	0.493	0.074	-0.013	0.035
79 1130	0.397	0.412	0.302	0.288	0.502	-0.155	0.248	0.366	-0.739	0.200
79 1140	0.337	1.100	0.809	-0.260	0.947	-0.067	1.077	1.069	-0.755	1.039
79 1150	0.101	0.176	0.105	-0.907	-0.158	-0.172	3.552	0.488	-0.541	0.618
79 1160	0.378	0.071	0.635	-0.081	0.608	-0.152	0.231	1.924	-0.457	0.918
79 1170	0.288	-0.273	0.220	0.157	0.022	-0.290	-0.141	1.241	-0.395	0.067
79 1180	-0.015	-0.021	0.088	0.698	-0.096	-0.300	-0.512	0.188	0.643	-0.205
79 1190	-0.159	-0.254	0.048	1.174	-0.228	-0.273	0.428	0.504	0.511	0.031
79 1200	-0.039	0.269	0.006	0.553	-0.018	-0.284	0.148	0.730	-0.195	-0.016
79 1210	0.125	0.590	-0.146	-1.144	-0.233	-0.104	0.173	1.269	1.129	0.567
79 1220	-0.244	-0.023	0.253	0.096	-0.131	-0.230	0.216	0.495	-0.055	-0.077
79 1230	-0.057	0.276	-0.074	-0.310	-0.345	-0.212	0.148	1.276	-0.567	-0.088
79 1240	0.610	0.060	-0.020	0.053	0.017	-0.253	-0.450	0.917	-0.294	-0.068
79 1250	-0.192	-0.472	0.112	-0.539	-0.638	-0.225	1.439	0.192	1.832	0.288
79 1260	0.636	-0.132	0.260	-0.952	0.115	-0.182	0.007	0.399	2.163	0.677
79 1270	0.695	0.084	0.074	0.514	0.339	-0.119	0.704	0.619	0.514	0.672
79 1280	1.713	0.567	1.540	0.375	1.575	-0.070	5.284	0.840	2.645	3.363
79 1290	-0.677	0.651	0.198	-0.122	-0.068	-0.187	1.406	-0.497	-0.432	-0.175
79 1300	-0.529	0.811	0.104	0.950	-0.025	-0.191	-0.180	-0.616	0.265	-0.378
79 2010	-0.405	-0.228	0.188	-0.458	-0.530	-0.185	0.301	1.009	-0.338	-0.189
79 2020	0.443	0.291	0.293	-0.245	0.357	-0.062	1.550	1.106	-0.401	0.857
79 2030	0.093	0.329	0.398	0.723	0.407	-0.233	0.257	0.174	-0.261	0.131
79 2040	0.050	-0.303	0.767	1.776	0.372	-0.067	0.582	1.035	-0.583	0.554
79 2050	-0.056	-0.341	0.578	-0.105	0.057	-0.143	0.287	0.536	-0.291	0.096
79 2060	0.237	0.184	8.029	0.227	0.569	-0.099	0.863	1.939	-0.115	1.192
79 2070	0.506	-0.585	0.476	0.177	0.157	-0.077	-0.109	0.949	-0.657	0.176
79 2080	0.635	-0.446	0.510	-0.078	0.337	-0.108	0.728	1.972	-1.236	0.685
79 2090	0.155	-0.265	0.250	-0.496	-0.171	-0.191	-0.271	0.584	0.148	-0.099
79 2100	0.168	-0.260	0.468	-1.076	-0.234	-0.161	0.446	1.266	-0.368	0.159
79 2110	0.402	-0.271	0.085	-0.105	-0.248	-0.004	0.110	0.374	-0.155	-0.057
79 2120	0.037	0.206	0.041	0.080	-0.106	-0.224	0.876	1.231	-0.258	0.314
79 2130	-0.064	-0.132	0.142	0.287	-0.107	-0.076	-0.810	0.546	0.340	-0.042
79 2140	0.087	0.307	0.393	-0.833	0.138	-0.292	-0.127	0.199	-0.833	-0.353
79 2150	0.237	-0.242	0.537	-0.801	-0.036	-0.187	-0.162	0.822	-0.502	-0.071
79 2160	-0.396	0.076	0.200	0.595	-0.127	-0.128	-0.306	0.064	-0.258	-0.324

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans-portation	Capital, Transfer	Total
79 2170	0.223	0.517	0.374	-0.376	0.309	-0.017	0.076	0.825	0.864	0.763
79 2180	0.651	0.611	0.550	2.565	1.348	-0.218	-0.261	1.072	-0.931	0.817
79 2190	0.604	0.131	0.192	-0.096	0.206	-0.293	-0.206	-0.222	0.227	-0.180
79 2200	0.385	0.151	0.475	1.131	0.764	-0.134	-0.166	0.809	-0.642	0.490
79 2210	0.424	-0.195	0.116	-1.280	-0.208	-0.203	0.248	0.760	0.068	0.031
79 2220	-0.076	0.266	0.149	-0.197	-0.074	-0.314	-0.394	0.326	-0.354	-0.404
79 2230	-0.417	-0.063	0.176	-0.315	-0.398	-0.231	-0.049	1.246	-0.725	-0.245
79 2240	-0.082	-0.335	0.291	-0.053	-0.321	-0.315	-0.441	0.211	0.115	-0.498
79 2250	-0.004	-0.393	0.307	0.573	-0.003	-0.106	0.622	0.290	-0.495	0.020
79 2260	0.025	0.530	0.520	1.410	0.692	-0.176	0.163	0.573	0.270	0.654
79 2270	-0.103	-0.425	0.139	-0.056	-0.386	-0.268	-0.588	0.812	-0.660	-0.538
79 2280	0.247	-0.069	0.116	-0.247	-0.085	-0.240	-0.094	0.460	-0.728	-0.331
79 2290	-0.372	-0.073	0.472	0.682	0.029	-0.209	-0.161	0.745	-0.736	-0.138
79 2300	0.030	-0.620	0.273	-0.552	-0.383	-0.296	-0.245	0.125	0.274	-0.464
79 3010	0.240	-0.703	0.079	-0.043	-0.354	-0.241	-0.560	-0.500	0.650	-0.594
79 3020	1.367	0.255	0.323	1.614	0.976	-0.257	0.739	-0.657	0.380	0.502
79 3030	0.501	0.191	0.321	-0.261	0.305	-0.251	0.654	-0.619	-0.192	-0.130
79 3040	0.191	0.090	0.146	0.973	0.165	-0.065	0.110	-0.664	-0.107	-0.187
79 3050	0.670	-0.106	0.190	0.090	0.224	-0.281	0.939	-0.784	0.053	-0.135
79 3060	1.686	1.398	1.067	-1.359	2.062	0.175	0.813	-0.979	-0.662	1.249
79 3070	0.793	-0.211	0.370	-0.820	0.256	-0.288	0.431	-0.818	-0.041	-0.280
79 3080	-3.661	-2.847	-1.153	-1.359	-4.683	4.540	-2.447	-0.928	-1.133	-0.525
79 3100	-0.367	-0.178	0.207	1.405	-0.082	-0.163	0.484	-0.780	1.146	-0.045
79 3110	-0.564	-0.214	1.049	-0.333	-0.123	-0.158	-0.265	-0.458	-0.044	-0.468
79 3130	-0.443	-0.272	0.606	0.161	0.153	-0.224	0.563	-0.846	0.150	-0.220
79 3140	-0.006	-0.028	0.407	-0.079	0.348	-0.248	0.564	-0.924	-0.404	-0.289
79 3150	-3.661	-2.847	-1.153	-1.327	-4.677	8.634	-1.921	-0.979	-0.685	3.317
79 3160	-0.362	0.406	0.450	-1.359	-0.234	0.021	-0.764	0.077	-1.343	-0.679
79 3200	-0.014	-0.367	0.155	-0.214	-0.286	-0.308	-0.119	-0.833	0.843	-0.566
79 3220	0.484	0.433	-1.153	4.637	1.499	-0.216	-0.453	-0.829	-0.672	0.258
79 3230	0.346	0.124	-1.153	-0.493	0.290	-0.287	-0.731	-0.676	0.077	-0.450
79 3240	0.024	0.087	0.372	1.158	0.324	-0.249	0.799	-0.566	0.115	0.026
79 3250	-0.103	-0.184	-1.153	0.520	-0.089	-0.112	-1.100	-0.536	0.927	-0.360
79 3260	0.600	-0.173	-0.762	-0.980	-0.798	-0.146	0.468	-0.807	2.180	-0.254
79 3280	1.005	0.450	0.456	-0.050	0.952	-0.041	0.887	-0.792	0.230	0.620
79 3310	-3.661	-2.847	-1.153	-1.359	-4.683	6.010	-0.465	-0.979	-1.609	1.093
79 3320	2.309	6.266	-1.153	-1.359	2.743	-0.209	2.268	-0.979	-1.682	1.450
79 3340	-0.476	-2.847	-1.153	-1.359	-0.908	-0.268	0.104	1.735	-0.645	-0.396
79 3350	0.140	-0.357	0.194	-0.432	-0.233	-0.219	-0.487	-0.882	0.958	-0.525
79 3430	-0.086	0.107	-1.153	-0.096	-0.100	0.052	0.120	-0.120	3.370	0.911
79 3450	0.333	-0.423	0.519	1.134	0.279	-0.070	0.396	-0.722	1.627	0.424
79 4010	0.054	-0.013	0.109	0.248	-0.131	-0.277	0.149	-0.528	-0.073	-0.513
79 4020	0.681	-0.022	0.223	0.783	0.432	-0.261	0.370	-0.617	-0.210	-0.122
79 4030	0.307	-0.267	0.386	-0.856	0.023	-0.122	-0.433	-0.534	-0.552	-0.546
79 4040	-0.750	-0.342	-1.153	0.228	-0.912	-0.017	-1.027	-0.651	0.174	-1.087
79 4050	0.347	-0.326	-1.153	0.504	0.020	-0.219	-0.922	-0.718	-0.775	-0.881

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans- portation	Capital, Transfer	Total
79 4060	0.588	0.188	0.052	-0.427	0.038	-0.103	-0.288	-0.631	0.086	-0.338
79 4070	-0.861	0.073	0.488	-0.409	-0.315	-0.278	-0.588	-0.851	-0.690	-1.110
79 4080	-0.193	-0.180	-0.054	0.301	-0.408	-0.173	-0.677	-0.634	0.357	-0.731
79 4090	-0.444	0.714	0.489	-0.133	0.578	-0.182	-0.503	-0.951	-1.097	-0.532
79 4100	0.009	0.214	-1.153	0.158	0.282	-0.269	-1.148	-0.462	-1.297	-0.849
79 4110	0.707	0.730	-1.153	-0.405	0.608	0.073	1.157	-0.572	-0.332	0.467
79 4130	-0.547	-0.315	-0.002	-0.310	-0.747	-0.136	-0.428	-0.658	0.407	-0.870
79 4140	4.547	0.929	-1.153	-0.848	2.757	0.691	1.323	-0.262	-0.562	2.602
79 4150	-0.489	0.353	-1.153	0.302	-0.359	-0.215	-0.801	-0.829	-0.557	-1.092
79 4160	-0.105	-0.225	-1.153	0.600	-0.030	0.014	0.672	-0.045	3.755	1.194
79 4170	0.027	0.282	0.031	-0.820	-0.191	-0.122	-0.460	-0.979	-0.738	-0.916
79 4180	-0.416	0.243	-1.153	0.338	-0.374	-0.122	-0.364	-0.979	-1.195	-1.149
79 4190	-0.299	-0.290	-1.153	-0.248	-0.576	-0.049	-0.560	-0.781	-1.129	-1.183
79 4210	-0.308	-0.578	0.087	0.064	-0.574	-0.042	-1.165	-0.461	-0.247	-0.956
79 4240	1.973	-0.108	-1.153	3.793	1.740	0.228	1.147	-0.895	-1.440	0.963
79 4250	1.690	-0.084	-1.153	-1.359	0.613	0.014	-0.728	-0.979	-0.876	-0.338
79 4260	0.272	2.845	-1.153	-1.359	0.998	-0.094	-0.619	-0.979	3.098	0.983
79 4270	-0.016	0.304	0.052	-0.325	-0.079	-0.021	-1.113	-0.879	-0.633	-0.840
79 4280	-0.268	0.006	-1.153	0.319	-0.456	-0.193	-1.039	-0.915	-0.113	-1.103
79 4320	0.120	0.392	-1.153	0.302	0.256	-0.276	-1.285	-0.837	-1.225	-1.023
79 4360	0.367	-0.418	0.343	2.529	0.544	-0.170	-0.948	-0.896	-1.054	-0.620
79 4370	-0.107	0.050	0.303	0.067	0.094	-0.218	1.384	-0.979	-0.919	-0.408
79 4380	-0.357	-0.382	-1.153	2.463	-0.170	-0.121	-1.030	-0.815	0.303	-0.684
79 4390	-0.664	-0.391	-1.153	0.163	-0.735	-0.196	-1.083	-0.962	-0.022	-1.303
79 4420	-0.577	0.322	-1.153	-0.423	-0.397	-0.065	-1.067	-0.706	-0.205	-0.907
79 4480	0.232	1.177	-1.153	0.612	0.700	0.074	-0.457	-0.858	-1.033	-0.159
79 4500	0.201	1.325	0.456	-1.359	0.673	0.035	-0.714	-0.919	-0.304	-0.090
79 4520	0.539	1.413	-1.153	0.001	0.381	0.320	0.487	-0.811	0.649	0.553
79 4550	-0.353	-0.002	-1.153	-0.678	-0.568	-0.088	-0.539	-0.511	-0.592	-0.957
79 4570	-1.024	-1.061	0.085	-0.509	-1.474	-0.259	-1.314	-0.735	0.662	-1.656
79 4580	0.425	0.982	-1.153	0.570	0.705	-0.007	-0.812	-0.911	0.285	0.041
79 4590	-0.006	1.005	-1.153	-1.359	0.010	-0.250	-0.803	-0.618	-1.136	-0.951
79 4600	-0.933	-0.243	0.644	-0.326	-0.255	0.014	-1.278	-0.809	-0.686	-0.962
79 4670	-0.456	-0.039	0.134	0.238	-0.503	-0.213	-0.995	-0.698	1.131	-0.715
79 4680	-0.077	-1.015	-0.062	0.888	-0.597	-0.235	-0.203	-0.290	1.235	-0.431
79 4720	-0.544	-0.116	0.463	0.167	-0.210	-0.242	-0.902	-0.723	-0.140	-0.880
79 4730	-0.660	-0.280	-1.153	0.267	-0.740	-0.200	-1.127	-0.875	-0.449	-1.410
79 4900	-2.027	-2.847	-1.153	-1.359	-2.759	-0.268	-2.326	-0.259	-1.294	-3.183
79 5010	0.232	0.277	-1.153	-1.359	-0.180	0.013	1.138	1.121	-0.352	0.469
79 5020	-0.195	0.464	-1.153	-0.943	-0.381	-0.195	-0.094	1.090	1.771	0.434
79 5030	-0.990	0.135	1.048	2.277	0.393	0.146	-1.026	0.092	0.038	0.201
79 6010	-0.659	-0.783	0.341	-0.699	-0.936	-0.059	-0.747	-0.673	0.493	-0.993
79 7010	0.583	0.033	-1.153	1.114	0.616	-0.295	-1.066	-0.890	-0.348	-0.508
79 7020	-0.217	-0.176	0.087	-0.063	-0.442	-0.243	-0.493	-0.565	0.547	-0.694
79 8010	-3.661	-2.847	0.349	-0.083	0.730	0.114	1.020	-0.772	3.591	1.588
79 8020	-3.661	-2.847	0.019	-1.359	-0.567	-0.316	-0.362	-0.979	0.509	-0.975

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans- portation	Capital, Transfer	Total
80 1010	1.153	2.107	1.776	-1.206	2.609	0.443	3.075	4.781	1.507	4.326
80 1020	0.282	-0.047	0.445	-0.084	0.208	-0.281	0.168	0.192	-0.822	-0.129
80 1030	1.577	0.139	1.286	-0.124	1.411	0.721	2.871	4.709	-0.153	3.244
80 1040	0.161	0.139	0.144	0.672	0.261	-0.189	0.113	0.220	-0.535	0.019
80 1050	1.103	0.530	0.611	-1.409	1.140	0.058	1.251	2.827	-0.225	1.806
80 1060	0.173	0.163	0.424	-0.399	0.392	-0.206	0.755	0.602	0.039	0.493
80 1070	0.318	0.042	0.087	-1.162	-0.158	-0.172	0.506	0.944	0.329	0.308
80 1080	0.137	-0.194	0.167	-0.082	-0.149	-0.249	0.087	0.055	-0.721	-0.363
80 1090	-0.309	-0.408	-0.050	0.080	-0.628	-0.124	-0.872	0.288	0.198	-0.483
80 1100	0.276	0.106	0.416	-1.230	0.194	-0.056	1.076	1.046	0.138	0.680
80 1110	-0.176	-0.120	0.219	1.595	-0.002	-0.207	-0.127	0.645	0.957	0.320
80 1120	-0.749	0.329	0.426	0.362	0.005	-0.265	0.367	-0.023	-0.036	-0.066
80 1130	0.110	0.239	0.265	0.035	0.316	-0.173	0.034	0.283	-0.168	0.158
80 1140	0.938	0.378	0.905	-0.019	1.279	0.001	0.518	1.119	0.496	1.359
80 1150	-0.426	0.171	0.183	-0.094	-0.095	-0.218	3.286	0.509	-0.304	0.610
80 1160	0.203	0.218	0.587	0.026	0.742	-0.074	0.238	1.954	-0.649	0.905
80 1170	0.223	-0.231	0.201	0.075	0.010	-0.278	-0.066	1.176	-0.493	0.097
80 1180	-0.073	-0.298	0.209	0.738	-0.159	-0.240	-0.385	0.120	0.039	-0.248
80 1190	-0.410	-0.288	0.063	0.789	-0.432	-0.323	0.251	0.273	0.321	-0.197
80 1210	0.093	0.261	-0.079	-0.827	-0.185	0.023	0.036	1.251	1.833	0.773
80 1220	-0.314	-0.0	0.188	0.151	-0.119	-0.295	0.227	0.427	-0.166	-0.078
80 1230	-0.145	0.279	0.165	-0.491	-0.189	-0.151	0.829	1.411	0.087	0.451
80 1240	0.448	0.128	-0.019	0.091	0.071	-0.284	0.079	0.874	-0.117	0.164
80 1250	-0.305	-0.293	0.330	-0.515	-0.675	-0.262	1.290	0.109	1.526	0.166
80 1260	0.302	-0.262	0.208	-0.939	-0.177	-0.167	0.149	0.386	1.882	0.451
80 1270	0.600	0.206	0.125	0.609	0.491	-0.081	0.716	0.612	-0.490	0.472
80 1280	1.956	0.402	0.998	0.385	1.749	0.237	4.367	0.848	2.543	3.015
80 1290	-1.150	0.210	0.262	0.011	-0.153	-0.189	1.256	-0.525	-0.323	-0.168
80 1300	-0.708	0.592	0.023	1.070	-0.060	-0.162	-0.091	-0.647	0.874	-0.111
80 1310	-3.680	-1.857	-0.978	-1.409	-4.446	-0.659	-2.365	-0.981	-1.596	-4.223
80 2010	-0.319	-0.005	0.120	-0.608	-0.411	-0.190	0.257	0.932	-0.406	-0.100
80 2020	0.390	0.238	0.394	-0.287	0.507	0.011	1.491	1.050	-0.227	0.896
80 2030	0.051	0.294	0.297	0.407	0.359	-0.270	-0.015	0.262	-0.113	0.134
80 2040	-0.211	-0.088	0.817	2.325	0.536	-0.024	1.301	0.982	0.035	0.902
80 2050	-0.370	-0.240	0.577	-0.302	-0.104	-0.089	0.134	0.451	-0.708	-0.120
80 2060	0.540	0.026	9.205	0.243	0.805	-0.013	0.483	1.818	-0.488	1.024
80 2070	-0.249	0.144	0.128	0.238	-0.068	-0.161	0.101	0.999	-0.763	0.017
80 2080	0.138	-0.228	0.503	-0.003	0.224	-0.034	2.142	1.901	-1.166	0.864
80 2090	0.123	-0.084	0.183	-0.474	-0.158	-0.179	-0.175	0.455	0.164	-0.035
80 2100	0.356	-0.186	0.081	-0.956	-0.275	-0.188	0.496	1.059	-0.107	0.151
80 2110	0.356	-0.211	0.075	-0.338	-0.258	0.051	-0.231	0.344	-0.161	-0.113
80 2120	-0.005	-0.012	0.081	-0.055	-0.154	-0.167	0.207	1.211	0.269	0.318
80 2130	0.420	0.070	0.057	0.702	0.305	0.107	-0.681	0.561	-0.284	0.194
80 2140	0.054	0.176	0.295	-0.323	0.146	-0.318	0.083	0.115	-0.539	-0.154
80 2150	0.117	-0.279	0.263	0.085	-0.101	-0.171	-0.171	0.710	-0.500	-0.088
80 2160	-0.384	-0.068	0.197	0.484	-0.182	-0.089	0.024	-0.041	0.107	-0.134

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans- portation	Capital, Transfer	Total
80 2170	0.0	0.337	0.386	-0.218	0.300	0.136	-0.106	0.910	0.521	0.645
80 2180	0.376	0.250	0.364	2.308	0.926	-0.203	-0.186	0.984	-0.911	0.492
80 2190	0.811	-0.007	0.148	0.138	0.328	-0.280	-0.267	-0.224	0.284	0.008
80 2200	0.599	0.186	0.387	0.804	0.876	-0.065	-0.367	0.750	-0.869	0.429
80 2210	0.569	-0.074	0.093	-1.329	-0.055	-0.099	0.621	0.713	-0.082	0.251
80 2220	0.134	-0.442	0.056	0.875	-0.185	-0.356	-0.388	0.263	-0.624	-0.447
80 2230	0.017	0.067	0.275	0.218	0.177	-0.208	0.132	1.427	-0.653	0.310
80 2240	0.175	-0.195	0.218	0.224	-0.121	-0.366	-0.270	0.169	-0.399	-0.360
80 2250	-0.357	-0.054	0.234	0.718	-0.028	0.005	0.461	0.282	-0.699	-0.010
80 2260	0.202	0.309	0.434	2.060	0.904	-0.220	-0.176	0.587	-0.463	0.464
80 2270	-0.058	-0.245	0.030	-0.019	-0.348	-0.323	-0.441	0.677	-0.486	-0.375
80 2280	0.387	-0.121	0.129	-0.484	-0.020	-0.242	-0.346	0.538	-0.974	-0.287
80 2290	-0.580	-0.024	0.441	1.279	0.097	-0.221	-0.353	0.763	0.060	0.130
80 2300	0.092	-0.378	0.163	-0.486	-0.305	-0.310	-0.190	0.095	0.133	-0.312
80 3010	0.234	-0.666	0.121	-0.179	-0.401	-0.259	-0.484	-0.487	0.943	-0.379
80 3020	1.375	0.181	0.341	1.442	1.031	-0.185	0.476	-0.642	-0.181	0.383
80 3030	0.045	-0.151	0.086	-0.357	-0.263	-0.285	0.519	-0.636	-0.136	-0.422
80 3040	0.038	0.037	0.110	1.094	0.111	-0.075	0.023	-0.659	-0.175	-0.216
80 3050	0.393	-0.185	0.208	0.005	0.087	-0.330	-0.014	-0.788	-0.430	-0.470
80 3060	1.614	0.860	0.715	0.350	2.008	0.771	1.010	-0.884	1.425	1.894
80 3070	0.802	-0.204	0.275	-0.908	0.187	-0.303	0.564	-0.772	0.232	-0.098
80 3100	-0.456	-0.205	0.102	1.563	-0.166	-0.141	0.102	-0.829	0.422	-0.298
80 3110	-0.223	-0.245	0.428	-0.663	-0.229	-0.091	-0.941	-0.560	-0.304	-0.635
80 3130	-0.269	-0.112	0.532	0.286	0.289	-0.244	0.934	-0.829	-0.969	-0.259
80 3140	0.026	-0.018	0.372	0.062	0.445	-0.239	0.154	-0.920	0.141	-0.068
80 3150	-3.674	-1.847	-0.978	-1.219	-4.400	11.207	-2.133	-0.981	-0.733	1.894
80 3160	-0.979	0.249	0.289	-0.566	-0.567	0.205	-0.216	0.042	2.236	0.305
80 3200	0.092	-0.091	0.149	-0.969	-0.217	-0.358	-0.024	-0.855	1.607	-0.163
80 3220	0.537	0.116	-0.978	2.871	1.057	-0.222	-0.482	-0.835	-0.678	-0.010
80 3230	0.235	0.131	-0.978	-0.406	0.242	-0.354	-0.612	-0.704	0.679	-0.201
80 3240	-0.012	0.049	0.376	0.964	0.319	-0.183	0.823	-0.605	-0.324	0.003
80 3260	0.519	-0.095	-0.591	-1.409	-0.775	-0.070	0.459	-0.711	2.976	0.142
80 3280	1.052	0.252	0.525	0.358	1.192	0.178	0.510	-0.752	0.519	0.812
80 3320	2.774	9.694	-0.978	-1.409	3.541	-0.178	2.571	-0.981	-1.596	1.870
80 3340	-0.167	-1.857	-0.978	-1.073	-0.452	-0.299	-0.258	1.290	0.649	0.098
80 3350	-0.220	-0.192	0.085	-0.502	-0.448	-0.215	-0.491	-0.857	0.707	-0.564
80 3430	-0.099	0.035	-0.978	-0.355	-0.078	0.311	-0.080	-0.263	3.327	0.867
80 3450	-0.486	-0.592	0.117	0.858	-0.606	-0.130	0.047	-0.774	0.931	-0.420
80 3460	-0.163	0.221	-0.371	0.167	-0.698	-0.259	-0.403	0.396	-0.187	-0.558
80 4010	-0.366	-0.206	0.066	0.254	-0.433	-0.343	-0.098	-0.496	-0.218	-0.661
80 4020	0.711	-0.035	0.187	0.634	0.431	-0.289	0.455	-0.638	-0.130	-0,019
80 4030	0.221	-0.042	0.132	-0.681	-0.066	-0.141	-0.387	-0.534	-0.809	-0.567
80 4040	-0.640	-0.340	-0.978	0.211	-0.526	0.064	-1.086	-0.651	-1.075	-0.997
80 4050	0.705	-0.328	-0.978	0.527	0.224	-0.120	-0.920	-0.726	-0.006	-0.347
80 4060	0.150	-0.005	0.036	-0.592	-0.205	-0.044	-0.424	-0.525	-0.003	-0.400
80 4070	-0.596	-0.142	0.228	-0.414	-0.390	-0.327	-1.205	-0.936	-0.174	-0.988

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans-portation	Capital, Transfer	Total
80 4080	-0.398	-0.046	0.003	0.237	-0.354	-0.179	-0.658	-0.598	0.347	-0.538
80 4090	-0.801	0.428	0.296	-0.103	0.275	-0.182	-0.737	-0.862	-1.103	-0.665
80 4100	0.189	0.063	-0.978	0.862	0.247	-0.339	-0.780	-0.523	-1.153	-0.646
80 4105	-3.680	-1.857	-0.978	-1.409	-4.446	-0.659	-2.365	-0.981	-1.596	-4.223
80 4110	0.752	0.105	-0.978	-1.409	0.285	0.244	1.635	-0.552	-0.063	0.447
80 4130	-0.487	-0.302	-0.091	-0.148	-0.726	0.079	0.529	-0.652	0.410	-0.385
80 4140	4.576	0.135	-0.978	-0.409	2.436	1.014	0.457	-0.266	0.230	2.038
80 4150	-0.185	-0.060	-0.978	0.492	-0.192	-0.058	-0.392	-0.752	-0.464	-0.582
80 4160	-0.288	-0.290	-0.978	-0.175	-0.317	0.034	0.364	-0.110	3.736	0.835
80 4170	-0.204	0.233	0.102	-0.519	-0.129	0.075	-0.761	-0.981	-0.786	-0.712
80 4180	-0.674	0.009	-0.978	-0.098	-0.658	0.255	-1.256	-0.981	-0.899	-1.076
80 4190	-0.045	-0.219	-0.978	-0.284	-0.364	-0.191	-0.300	-0.863	-1.186	-0.953
80 4210	-0.296	-0.343	0.179	-0.179	-0.347	0.115	-1.007	-0.395	0.372	-0.393
80 4240	3.134	-0.680	-0.978	6.011	1.881	0.384	-0.101	-0.981	-1.452	0.618
80 4250	0.773	-0.108	-0.978	-1.409	0.048	0.021	-0.056	-0.981	-0.708	-0.463
80 4260	0.357	1.003	-0.978	-1.409	0.382	0.083	-0.457	-0.981	0.416	-0.025
80 4270	-0.362	0.087	0.068	-0.401	-0.287	0.098	-1.076	-0.889	0.078	-0.610
80 4280	-0.537	-0.189	-0.978	-0.173	-0.838	-0.161	-1.190	-0.967	-0.666	-1.311
80 4320	0.033	0.008	-0.978	0.496	0.170	-0.294	-0.673	-0.804	-0.667	-0.608
80 4370	0.169	0.127	0.316	0.581	0.520	-0.108	-0.581	-0.937	-0.616	-0.314
80 4390	-0.658	-0.327	-0.978	0.384	-0.655	-0.033	-0.971	-0.920	-0.731	-1.093
80 4420	-0.700	0.093	-0.978	-0.640	-0.519	-0.007	-0.869	-0.691	-0.517	-0.850
80 4480	-0.128	0.451	-0.978	-0.006	0.101	0.130	0.564	-0.393	-1.134	-0.173
80 4500	-0.542	0.211	0.250	-0.637	-0.037	0.054	-0.730	-0.908	1.392	-0.074
80 4520	0.533	1.336	-0.978	0.972	0.591	0.511	0.447	-0.778	-0.491	0.330
80 4550	-0.264	-0.194	-0.978	-0.347	-0.551	-0.155	-0.716	-0.438	-0.652	-0.865
80 4570	-0.816	-0.711	0.265	-0.338	-1.105	-0.268	-1.063	-0.712	1.137	-0.950
80 4580	0.986	0.127	-0.978	0.527	0.779	0.247	-0.813	-0.830	-0.465	0.039
80 4590	0.361	0.564	-0.978	-1.409	0.279	0.055	-0.337	-0.981	-1.133	-0.476
80 4600	0.159	0.039	0.147	0.059	0.099	0.435	-0.887	-0.795	-0.686	-0.341
80 4670	-0.285	0.156	0.074	0.220	-0.223	-0.132	-1.044	-0.602	0.906	-0.374
80 4680	-0.105	-0.582	-0.146	0.773	-0.571	0.032	0.159	-0.363	1.300	-0.072
80 4720	-0.526	0.090	0.267	-0.040	-0.183	-0.234	-1.020	-0.717	-0.336	-0.752
80 4730	-0.776	0.280	-0.978	-0.280	-0.405	-0.038	-0.144	-0.888	-0.634	-0.735
80 4900	-1.414	0.171	-0.978	-1.135	-1.686	-0.077	-0.637	-0.544	2.399	-0.738
80 4930	-1.678	-1.857	-0.978	-1.409	-2.217	0.022	-1.907	-0.981	-1.495	-2.422
80 4940	0.392	-1.857	-0.978	-1.169	1.329	-0.020	-1.651	0.532	-1.583	0.200
80 5010	0.070	0.208	-0.978	-1.409	-0.261	0.227	1.566	0.614	0.835	0.693
80 5020	-0.458	-0.575	-0.978	-1.015	-1.087	-0.224	-0.524	0.949	-1.483	-0.962
80 5030	-0.778	0.598	1.021	2.411	0.976	0.618	-0.842	0.284	0.139	0.839
80 6010	-0.490	-0.537	0.303	-0.844	-0.774	0.024	-0.535	-0.632	1.564	-0.361
80 7010	0.504	0.227	-0.978	1.065	0.693	-0.325	-1.273	-0.903	-0.424	-0.402
80 7020	0.123	-0.220	0.096	0.003	-0.219	-0.264	-0.301	-0.566	0.661	-0.331
80 8010	-3.680	-1.857	0.347	-0.158	0.853	0.435	1.343	-0.710	2.617	1.466

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans- portation	Capital, Transfer	Total
81 1010	1.289	2.623	1.249	-1.148	2.919	1.624	2.991	4.141	0.170	3.977
81 1020	-0.707	-0.424	0.207	-0.377	-0.557	-0.883	-0.058	0.089	-1.005	-0.823
81 1030	1.792	1.254	1.036	-0.265	2.275	3.399	1.854	5.102	1.850	4.735
81 1040	0.251	0.531	0.113	0.318	0.464	-0.575	0.162	0.224	0.217	0.365
81 1050	1.511	1.217	0.424	-1.444	1.665	0.672	1.928	2.888	-0.290	2.307
81 1060	0.139	-0.462	0.316	-0.682	0.152	-0.702	0.565	0.465	-0.493	0.059
81 1070	0.418	0.046	0.010	-1.000	-0.269	-0.656	0.470	0.907	-0.303	0.075
81 1080	-0.047	-0.479	0.037	-0.091	-0.432	-0.887	0.367	0.082	-0.262	-0.351
81 1090	-0.345	-0.767	-0.077	0.024	-0.857	0.055	-0.979	0.384	0.420	-0.320
81 1100	-0.107	1.150	0.156	-1.304	0.143	0.008	1.502	0.934	-0.478	0.541
81 1110	-0.305	-0.347	0.089	0.806	-0.335	-0.757	0.082	0.634	-0.232	-0.127
81 1120	-0.949	0.754	0.243	0.293	0.018	-0.808	0.473	0.038	-0.027	-0.002
81 1130	0.460	0.194	0.212	0.075	0.625	-0.104	-0.035	0.375	0.125	0.488
81 1140	0.281	1.044	0.669	-0.030	1.439	0.011	0.861	0.976	0.018	1.291
81 1150	-0.837	-0.089	0.156	-0.095	-0.346	0.018	-0.050	0.505	-0.475	-0.203
81 1160	0.140	0.426	0.310	-0.087	0.781	0.320	0.169	2.035	-0.099	1.190
81 1170	0.071	-0.616	0.078	-0.090	-0.257	-0.483	-0.184	1.186	-0.141	0.137
81 1180	-0.236	-0.502	0.076	0.808	-0.288	-0.949	-0.324	0.113	0.015	-0.306
81 1190	-0.706	-0.619	-0.011	0.509	-0.788	-1.141	0.129	0.208	0.061	-0.435
81 1210	0.232	-0.040	-0.057	-0.761	-0.374	0.453	0.052	1.206	0.618	0.598
81 1220	-0.442	-0.004	0.051	-0.141	-0.349	-0.828	0.098	0.335	-0.287	-0.275
81 1230	-0.232	1.076	0.008	-0.613	-0.259	-0.306	0.484	1.227	0.218	0.477
81 1240	0.527	0.543	-0.097	-0.194	-0.033	-0.910	-0.281	0.840	-0.241	-0.003
81 1250	-0.547	-0.710	0.035	-0.449	-1.013	-0.758	1.517	0.135	0.614	0.021
81 1260	0.364	-0.149	0.031	-1.103	-0.375	-0.163	0.593	0.417	2.169	1.004
81 1270	-0.010	-0.059	0.150	0.354	0.203	-0.192	0.386	0.658	-0.710	0.098
81 1280	1.928	1.163	1.209	0.101	1.910	1.869	6.015	0.912	2.067	3.783
81 1290	-1.863	0.434	0.015	-0.688	-0.925	1.284	1.272	-0.259	-0.802	-0.450
81 1300	-0.785	0.696	-0.085	0.370	-0.484	-0.511	-0.334	-0.688	-0.363	-0.803
81 1310	0.525	-0.139	0.036	0.430	0.237	1.155	0.094	-0.667	1.320	0.630
81 2010	-0.282	-0.291	0.056	-0.561	-0.594	-0.491	0.305	1.141	-0.498	-0.100
81 2020	0.485	0.455	0.167	-0.439	0.453	0.067	1.670	1.149	-0.530	0.801
81 2030	0.240	1.053	0.172	0.095	0.587	-0.880	0.065	0.197	-0.588	0.006
81 2040	-0.211	-0.053	0.273	1.073	0.270	0.041	1.867	0.717	-0.419	0.635
81 2050	-0.343	-0.999	0.465	-0.450	-0.112	-0.207	0.507	0.368	-0.711	-0.147
81 2060	1.005	0.081	10.396	0.055	1.340	0.331	0.302	2.068	-0.507	1.342
81 2070	0.254	-0.060	0.019	0.368	-0.039	-0.733	-0.221	1.221	-0.538	0.045
81 2080	-0.113	-0.023	0.172	0.465	0.212	0.206	0.992	2.001	-0.833	0.734
81 2090	-0.371	-0.177	0.076	0.109	-0.356	-0.565	-0.316	0.373	-0.465	-0.395
81 2100	0.476	-0.211	-0.019	-1.012	-0.456	-0.752	0.835	1.028	-0.030	0.208
81 2110	0.140	-0.291	0.026	-0.450	-0.440	0.528	-0.166	0.377	0.091	-0.006
81 2120	-0.114	0.111	0.033	-0.055	-0.199	-0.334	0.284	1.095	0.241	0.421
81 2130	0.167	-0.133	0.071	0.832	0.260	0.850	-0.637	0.452	0.739	0.601
81 2140	-0.080	0.258	0.218	-0.158	0.190	-1.047	0.033	0.065	-0.640	-0.298
81 2150	-0.342	-0.221	0.262	-0.311	-0.200	-0.539	-0.208	0.599	-0.229	-0.102
81 2160	-0.810	-0.518	0.029	0.713	-0.592	-0.339	-0.683	-0.149	-0.194	-0.638

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans- portation	Capital, Transfer	Total
81 2170	-0.300	0.910	0.243	-0.276	0.317	0.335	0.099	0.891	-0.188	0.479
81 2180	0.613	0.197	0.207	2.077	1.241	-0.098	-0.022	1.218	-0.848	0.698
81 2190	0.965	-0.112	0.128	-0.022	0.396	-0.520	-0.205	-0.225	0.336	0.144
81 2200	0.102	0.459	0.253	0.815	0.947	-0.319	-0.419	0.690	-0.736	0.283
81 2210	0.531	-0.191	0.008	-0.753	-0.175	-0.334	0.146	0.734	-0.053	0.143
81 2220	-0.098	-0.499	0.025	-0.098	-0.481	-1.316	-0.614	0.202	-0.572	-0.740
81 2230	-0.202	0.287	0.160	-0.058	0.100	-0.619	-0.015	1.372	-0.793	0.123
81 2240	0.140	-0.530	0.066	0.480	-0.261	-1.306	-0.490	0.206	-0.246	-0.458
81 2250	-0.610	-0.043	0.075	0.344	-0.369	-0.061	0.196	0.213	-0.717	-0.385
81 2260	0.255	0.761	0.282	1.746	1.345	-0.571	0.143	0.516	-0.686	0.529
81 2270	-0.318	-0.715	-0.005	0.005	-0.685	-0.940	-0.618	0.625	-0.584	-0.640
81 2280	0.284	-0.375	0.028	-0.687	-0.327	-0.696	-0.543	0.507	-0.462	-0.397
81 2290	-0.741	-0.227	0.202	0.655	-0.208	-0.525	-0.476	0.725	0.122	0.035
81 2300	-0.203	-0.956	0.076	-0.340	-0.669	-0.999	-0.069	0.023	0.183	-0.412
81 3010	0.123	-1.593	0.004	0.133	-0.752	-0.822	-0.489	-0.505	0.561	-0.553
81 3020	1.230	0.046	0.121	1.658	0.811	-0.372	0.650	-0.665	-0.161	0.186
81 3030	0.838	0.314	0.118	-0.269	0.467	-0.812	0.546	-0.558	-0.364	-0.123
81 3040	0.283	0.171	0.035	1.249	0.387	-1.024	-0.025	-0.680	-0.405	-0.381
81 3050	0.662	-0.400	0.074	0.183	0.145	-1.001	-0.084	-0.742	-0.462	-0.562
81 3060	2.858	3.130	0.346	-0.456	3.079	2.793	2.047	-0.885	-0.015	2.084
81 3070	0.998	-0.569	0.099	-0.997	-0.002	-0.682	0.608	-0.730	-0.153	-0.302
81 3100	-0.673	-0.752	0.051	1.478	-0.318	-0.524	-0.303	-0.873	-0.155	-0.693
81 3110	-0.403	-0.886	0.270	-0.810	-0.627	-0.829	-1.179	-0.615	-0.311	-1.057
81 3130	-0.153	-0.642	0.326	0.127	0.303	-0.927	0.293	-0.808	0.038	-0.197
81 3140	0.135	-0.516	0.206	0.059	0.421	-0.806	0.346	-0.922	0.187	-0.086
81 3150	1.255	1.856	-0.723	2.894	2.621	0.753	0.836	-0.624	-0.789	1.056
81 3160	-1.748	0.007	0.068	-0.271	-1.281	0.971	-1.180	-0.010	-0.950	-1.189
81 3200	0.283	-0.195	-0.004	-0.942	-0.444	-0.974	-0.272	-0.881	0.854	-0.384
81 3220	0.315	0.288	-0.723	1.896	0.834	-0.850	-1.057	-0.853	-0.565	-0.487
81 3230	0.111	-0.230	-0.723	-0.533	-0.171	-1.415	-0.214	-0.732	0.452	-0.413
81 3240	0.142	-0.047	0.178	1.083	0.402	-0.462	0.459	-0.646	0.057	0.024
81.3260	0.564	-0.591	-0.723	-0.769	-1.717	0.127	0.071	-0.651	1.990	-0.224
81 3280	1.399	0.434	0.165	0.010	1.127	1.254	0.659	-0.806	0.404	0.776
81 3320	3.648	3.885	-0.723	-1.444	3.411	-0.819	2.083	-0.997	-1.285	1.153
81 3340	0.109	-3.844	-0.723	-0.962	-0.250	-0.045	-0.627	2.155	0.625	0.794
81 3350	-0.198	-0.665	0.035	-0.498	-0.655	-0.552	-0.513	-0.876	-0.136	-0.907
81 3430	-0.243	0.705	-0.723	-0.665	-0.203	1.138	0.642	-0.271	0.754	0.425
81 3450	-0.774	-1.051	0.055	0.675	-0.894	-0.767	-0.097	-0.804	0.540	-0.651
81 3460	0.464	0.740	-0.253	0.176	-0.408	-0.576	-0.260	0.456	0.024	-0.168
81 4010	-0.030	-0.370	0.032	0.239	-0.298	-1.127	0.027	-0.406	-0.344	-0.606
81 4020	0.894	-0.070	0.032	0.247	0.335	-1.011	0.380	-0.635	-0.157	-0.194
81 4030	0.465	-0.029	0.003	-0.585	-0.086	-0.246	-0.531	-0.527	-0.764	-0.719
81 4040	-0.149	-0.175	-0.723	-0.073	0.019	0.597	-0.169	-0.535	4.359	1.740
81 4050	1.694	-1.045	-0.723	0.140	0.472	-0.038	-0.971	-0.796	-0.243	-0.376
81 4060	-0.258	0.091	-0.058	-0.511	-0.637	-0.038	-0.738	-0.618	0.382	-0.555
81 4070	-1.141	-0.155	0.185	-0.186	-0.624	-0.975	-1.129	-0.952	-0.536	-1.287

Code #	Elem. Instr.	J.H. Instr.	S.H. Instr.	Spec. Ed. Instr.	Total Instr.	Admin.	Operation & Maint.	Trans- portation	Capital, Transfer	Total
81 4080	-0.272	-0.540	-0.051	-0.026	-0.650	-0.204	-0.573	-0.614	-0.150	-0.777
81 4090	-1.448	1.901	0.106	-0.476	0.218	-0.228	-0.753	-0.968	-0.725	-0.756
81 4100	0.358	-0.146	-0.723	0.090	0.288	-0.868	-0.420	-0.482	-0.952	-0.658
81 4105	0.102	-0.151	1.088	0.445	0.288	0.117	-0.678	-0.341	0.337	0.035
81 4110	0.399	-1.748	-0.723	-1.444	-1.077	0.517	2.008	-0.749	-0.215	-0.405
81 4130	-0.326	-0.766	-0.077	-0.316	-0.892	1.087	-0.073	-0.644	0.569	-0.306
81 4140	4.352	1.258	-0.723	0.051	2.490	3.641	0.435	-0.362	-0.079	1.719
81 4150	-0.466	0.094	-0.723	0.184	-0.437	0.081	-0.964	-0.892	-0.535	-0.981
81 4160	-0.490	-0.998	-0.723	-0.114	-0.600	0.245	0.783	-0.262	6.414	2.568
81 4170	-0.400	0.312	0.153	-0.465	-0.057	0.504	-0.769	-0.784	-0.825	-0.770
81 4180	0.378	-0.404	-0.723	0.005	-0.162	1.504	-0.683	-0.997	-0.591	-0.638
81 4190	-0.029	0.812	-0.723	-0.240	0.078	0.062	-0.245	-0.822	-1.023	-0.749
81 4210	0.361	-0.776	0.035	-0.342	-0.299	0.866	-0.654	-0.431	0.410	-0.153
81 4240	0.979	1.106	-0.723	2.759	1.979	1.031	-0.397	-0.960	-1.139	0.225
81 4250	1.070	0.563	-0.723	-1.444	0.475	0.377	1.445	-0.997	-0.923	-0.154
81 4260	-0.384	-0.289	-0.723	-1.101	-0.977	1.043	-0.713	-0.997	2.345	0.139
81 4270	-0.014	0.287	-0.097	-0.574	-0.376	1.005	-1.038	-0.885	-0.286	-0.724
81 4280	-0.758	-0.339	-0.723	-0.347	-1.249	-0.351	-1.244	-0.977	-0.247	-1.426
81 4320	0.022	0.448	-0.723	0.384	0.346	0.073	-1.232	-0.740	0.135	-0.297
81 4370	-0.059	0.118	-0.003	0.980	0.179	-0.218	-1.129	-0.908	-0.451	-0.717
81 4390	-1.541	2.060	-0.723	0.668	-0.282	1.114	-1.104	-0.919	0.155	-0.497
81 4420	-1.173	0.021	-0.723	-0.763	-0.998	0.267	-1.267	-0.650	-0.592	-1.242
81 4480	-0.955	0.725	-0.723	-0.228	-0.684	0.916	-0.855	-0.468	-0.874	-0.953
81 4500	-1.044	0.929	-0.080	-0.764	-0.578	1.015	-0.436	-0.885	0.286	-0.448
81 4520	-0.665	0.371	-0.723	5.542	0.939	3.488	-0.021	-0.777	-0.545	0.453
81 4550	0.305	-0.166	-0.723	0.417	0.001	-0.135	-0.412	-0.506	-0.776	-0.630
81 4570	-0.726	-1.091	0.180	-0.368	-1.062	-0.755	-1.025	-0.741	1.474	-0.512
81 4580	0.495	1.293	-0.723	0.419	0.814	0.993	-0.731	-0.773	-0.457	-0.084
81 4590	0.108	1.504	-0.723	-1.444	-0.050	0.744	-0.726	-0.997	-0.686	-0.741
81 4600	-0.335	-0.575	0.265	1.118	0.393	3.113	-1.055	-0.834	-0.759	-0.217
81 4670	-0.340	-0.397	0.008	-0.265	-0.661	0.433	-0.977	-0.654	0.130	-0.673
81 4680	-0.349	-1.060	-0.076	0.753	-0.788	0.128	0.040	-0.321	0.431	-0.307
81 4720	-0.633	-0.083	-0.010	-0.297	-0.675	-0.824	-1.424	-0.739	-0.724	-1.358
81 4730	-0.510	0.353	-0.723	-0.745	-0.647	-0.205	-0.608	-0.876	-0.644	-1.093
81 4900	-1.590	-2.044	-0.723	-0.829	-2.384	-0.672	-1.125	-0.512	1.423	-1.133
81 4930	-2.093	-0.435	-0.723	-1.444	-2.723	0.755	-1.390	-0.918	2.648	-0.780
81 4940	-1.830	-1.352	-0.723	-1.217	-2.427	-0.892	-1.768	-0.199	-0.978	-2.246
81 5010	-0.114	0.233	-0.723	-1.444	-0.724	1.029	0.961	0.209	-0.336	-0.078
81 5020	-0.776	-1.762	-0.723	-1.234	-2.101	-0.775	-0.356	0.927	-1.174	-1.423
81 5030	0.291	1.880	0.791	4.182	2.668	1.222	-0.927	0.564	0.977	1.961
81 6010	-0.196	-0.799	0.078	-0.468	-0.726	0.693	0.139	-0.655	1.359	0.104
81 7010	0.309	0.568	-0.723	0.923	0.750	-1.087	-1.145	-0.926	-0.734	-0.682
81 7020	0.049	-0.593	-0.016	0.106	-0.503	-0.700	-0.333	-0.632	0.182	-0.585
81 8010	-5.086	-3.844	0.172	-0.591	1.052	2.492	2.071	-0.714	1.394	1.683

APPENDIX "D"

Factor Loadings of Z-Scores, 1977 to 1981

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
77 1010	0.939	-0.871	0.003	0.359	0.188	-0.130
77 1020	0.877	-0.824	0.077	-0.354	-0.077	0.246
77 1030	0.908	-0.745	-0.473	0.307	-0.063	-0.174
77 1040	0.822	-0.226	-0.607	-0.566	0.283	0.047
77 1050	0.982	-0.951	-0.239	0.022	0.106	-0.090
77 1060	0.977	-0.941	0.163	-0.249	0.049	0.030
77 1070	0.970	-0.811	0.322	-0.065	0.070	-0.448
77 1080	0.871	-0.653	0.431	-0.132	-0.482	-0.101
77 1090	0.941	-0.036	0.412	0.462	-0.569	-0.481
77 1100	0.833	-0.867	-0.275	0.040	0.040	-0.054
77 1110	0.957	0.505	-0.119	0.697	-0.098	-0.439
77 1120	0.784	0.298	-0.134	0.131	0.790	-0.189
77 1130	0.941	-0.118	-0.691	-0.578	-0.151	-0.305
77 1140	0.901	-0.650	-0.446	-0.080	0.243	0.463
77 1150	0.982	0.250	-0.907	0.310	0.011	-0.041
77 1160	0.990	-0.557	-0.711	0.416	-0.007	-0.045
77 1170	0.969	-0.826	-0.358	0.222	-0.202	-0.262
77 1180	0.940	0.564	0.002	0.373	0.025	-0.695
77 1190	0.929	0.375	-0.611	0.544	0.045	-0.342
77 1200	0.945	-0.073	-0.843	-0.046	-0.109	-0.464
77 1210	0.801	-0.267	0.477	0.439	0.234	-0.505
77 1220	0.944	-0.789	0.170	-0.400	-0.015	-0.364
77 1230	0.870	-0.685	-0.554	0.213	0.101	-0.196
77 1240	0.970	-0.378	-0.247	0.242	-0.297	-0.786
77 1250	0.912	-0.398	0.616	0.094	0.546	-0.260
77 1260	0.892	-0.484	0.720	0.253	0.266	-0.073
77 1270	0.985	-0.347	-0.616	-0.281	0.245	-0.588
77 1280	0.955	-0.360	0.325	0.054	0.844	-0.070
77 1290	0.843	-0.487	0.411	-0.559	0.265	0.235
77 1300	0.772	0.792	0.283	0.200	0.154	0.026
77 2010	0.959	-0.852	-0.222	0.419	0.011	-0.092
77 2020	0.928	-0.923	-0.191	0.011	0.201	0.009
77 2030	0.857	0.119	-0.752	-0.407	0.335	0.004
77 2040	0.941	-0.093	-0.805	0.226	0.429	0.222
77 2050	0.646	-0.666	-0.381	0.189	-0.116	-0.091
77 2060	0.156	-0.150	-0.251	0.055	-0.225	0.130
77 2070	0.882	-0.542	-0.210	-0.576	0.075	-0.454
77 2080	0.993	-0.920	-0.352	-0.119	-0.059	-0.067
77 2090	0.919	-0.516	0.159	0.415	-0.462	-0.492
77 2100	0.962	-0.920	-0.221	0.191	-0.172	0.013
77 2110	0.761	-0.620	0.358	0.134	-0.119	-0.465
77 2120	0.956	0.385	-0.773	0.440	0.086	-0.098
77 2130	0.812	-0.296	-0.670	0.121	-0.377	0.343
77 2140	0.768	-0.724	-0.208	-0.365	-0.249	0.080
77 2150	0.959	-0.866	-0.313	-0.280	-0.177	-0.029
77 2160	0.692	0.030	-0.139	0.460	0.502	0.456

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
77 2170	0.367	-0.530	-0.170	-0.072	-0.081	-0.209
77 2180	0.973	0.218	-0.925	0.078	0.167	-0.187
77 2190	0.828	0.565	0.100	-0.207	-0.036	-0.674
77 2200	0.980	0.278	-0.925	0.083	-0.104	-0.173
77 2210	0.953	0.294	-0.842	0.306	0.178	-0.181
77 2220	0.921	-0.073	-0.831	-0.196	-0.329	-0.280
77 2230	0.962	-0.552	-0.756	0.181	-0.155	-0.170
77 2240	0.823	0.195	-0.641	0.250	-0.393	-0.397
77 2250	0.950	-0.583	-0.456	0.124	0.425	0.455
77 2260	0.959	0.067	-0.887	-0.206	0.323	-0.148
77 2270	0.929	-0.137	-0.432	0.682	-0.466	-0.201
77 2280	0.861	-0.183	-0.723	-0.030	0.138	-0.533
77 2290	0.950	0.087	-0.925	0.187	-0.203	-0.098
77 2300	0.533	-0.406	0.054	0.040	-0.207	-0.566
77 3010	0.783	0.031	0.574	-0.394	0.092	-0.538
77 3020	0.965	0.595	-0.391	-0.392	0.526	-0.170
77 3030	0.912	-0.005	0.192	-0.775	0.523	-0.001
77 3040	0.940	0.629	-0.214	-0.613	0.334	0.107
77 3050	0.904	0.320	-0.060	-0.788	0.348	-0.235
77 3060	0.942	0.210	0.314	0.599	-0.536	0.391
77 3070	0.846	-0.242	0.332	-0.643	0.507	0.084
77 3080	0.933	0.210	0.114	0.579	-0.579	0.454
77 3100	0.982	0.803	-0.445	-0.175	0.255	0.208
77 3110	0.530	-0.051	-0.407	-0.143	0.025	0.584
77 3130	0.818	0.173	0.461	0.082	0.654	0.375
77 3140	0.756	0.230	0.276	-0.645	0.459	-0.033
77 3150	0.741	0.122	0.307	0.424	-0.475	0.476
77 3160	0.488	-0.584	-0.156	-0.039	-0.140	0.317
77 3200	0.790	0.386	0.757	-0.030	-0.046	-0.252
77 3220	0.959	0.802	-0.437	-0.081	0.230	-0.255
77 3230	0.896	0.168	-0.165	-0.750	-0.362	-0.384
77 3240	0.975	0.769	-0.276	-0.062	0.472	0.284
77 3250	0.876	0.715	-0.529	-0.227	0.047	-0.177
77 3260	0.819	-0.136	0.808	0.024	0.332	-0.191
77 3280	0.974	-0.235	0.505	-0.801	0.147	0.0
77 3310	0.738	0.032	0.147	0.368	-0.331	0.686
77 3320	0.717	-0.243	0.011	-0.720	0.288	0.239
77 3340	0.732	-0.580	0.132	0.425	0.227	-0.383
77 3350	0.766	-0.015	0.362	-0.706	-0.326	0.175
77 3430	0.960	0.179	0.761	0.480	0.187	-0.289
77 3450	0.815	0.586	0.464	0.475	0.150	-0.085
77 4010	0.911	0.637	-0.020	-0.453	0.502	-0.218
77 4020	0.961	0.496	-0.136	-0.569	0.549	-0.266
77 4030	0.931	-0.300	0.090	-0.872	-0.267	0.022
77 4040	0.665	0.476	-0.275	0.304	0.036	0.520
77 4050	0.894	-0.202	0.537	-0.587	-0.210	-0.420

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
77 4060	0.813	0.170	0.591	-0.435	0.038	-0.494
77 4070	0.665	0.134	0.497	-0.354	-0.523	0.039
77 4080	0.856	0.620	-0.300	-0.579	-0.215	-0.015
77 4090	0.777	0.646	-0.006	-0.539	-0.176	-0.198
77 4100	0.752	0.302	-0.435	-0.647	-0.226	-0.039
77 4110	0.721	0.755	0.019	0.182	0.327	0.102
77 4130	0.949	0.517	0.690	0.298	-0.144	-0.311
77 4140	0.677	0.569	-0.371	0.070	0.168	0.427
77 4150	0.916	-0.043	0.856	-0.204	-0.110	-0.356
77 4160	0.924	0.345	0.571	0.390	0.528	-0.220
77 4170	0.712	-0.087	0.343	-0.494	-0.501	0.302
77 4180	0.859	-0.147	0.154	-0.732	-0.419	0.320
77 4190	0.592	0.655	0.372	-0.067	-0.123	0.074
77 4210	0.946	0.630	-0.176	-0.281	-0.639	0.175
77 4240	0.794	0.379	-0.333	-0.655	-0.281	-0.177
77 4250	0.876	-0.349	0.225	-0.703	0.291	0.353
77 4260	0.860	-0.200	0.221	-0.805	-0.248	0.248
77 4270	0.841	0.421	-0.055	-0.585	-0.487	0.286
77 4280	0.587	0.358	0.190	-0.417	-0.357	-0.348
77 4320	0.863	0.440	-0.189	-0.625	-0.227	-0.438
77 4360	0.937	0.762	-0.555	-0.202	-0.002	-0.085
77 4370	0.811	0.696	-0.196	-0.430	-0.247	0.206
77 4380	0.929	0.895	-0.125	0.057	0.008	-0.329
77 4390	0.823	-0.183	0.484	-0.664	-0.287	0.180
77 4420	0.915	-0.014	0.874	-0.166	-0.313	-0.159
77 4480	0.802	0.476	-0.317	-0.666	-0.164	-0.074
77 4500	0.765	-0.127	0.421	-0.640	-0.394	-0.089
77 4520	0.840	-0.343	0.517	-0.441	0.411	0.302
77 4550	0.754	-0.153	0.679	0.115	-0.498	0.089
77 4570	0.888	0.351	0.662	0.464	-0.209	-0.260
77 4580	0.866	0.827	-0.094	0.043	-0.372	0.180
77 4590	0.905	-0.127	0.085	-0.883	-0.273	-0.166
77 4600	0.768	0.711	-0.305	-0.126	-0.391	-0.030
77 4670	0.953	0.426	0.685	0.307	0.129	-0.438
77 4680	0.960	0.477	0.515	0.474	0.253	-0.424
77 4720	0.909	0.835	0.018	0.194	-0.406	-0.099
77 4730	0.819	0.699	0.229	0.412	-0.210	0.253
77 5010	0.732	0.235	-0.068	0.560	-0.508	0.317
77 5020	0.784	-0.709	-0.340	0.046	0.163	0.370
77 5030	0.844	0.562	-0.652	-0.130	-0.288	0.052
77 6010	0.810	0.496	0.450	0.171	0.085	0.570
77 7010	0.941	0.756	-0.434	-0.279	0.206	-0.247
77 7020	0.902	0.543	0.595	0.347	-0.025	-0.364
77 8010	0.709	0.167	0.419	0.535	0.461	0.086
77 8020	0.516	-0.038	0.335	0.514	0.257	0.268

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
78 1010	0.885	-0.928	-0.023	-0.004	-0.135	-0.074
78 1020	0.892	-0.121	-0.877	0.092	0.305	-0.080
78 1030	0.973	-0.894	-0.257	0.294	-0.119	0.082
78 1040	0.505	-0.244	-0.114	-0.593	-0.160	0.234
78 1050	0.937	-0.957	-0.013	-0.110	-0.093	-0.016
78 1060	0.530	-0.709	0.013	-0.081	0.082	0.115
78 1070	0.911	-0.872	0.028	-0.331	0.196	0.029
78 1080	0.788	0.081	-0.440	-0.263	0.704	0.153
78 1090	0.920	0.123	0.483	0.444	0.668	0.170
78 1100	0.849	-0.834	0.191	-0.128	0.220	-0.226
78 1110	0.754	0.478	0.570	0.414	-0.100	0.138
78 1120	0.466	0.335	-0.537	-0.003	0.096	0.237
78 1130	0.626	-0.011	-0.764	0.011	0.203	-0.035
78 1140	0.895	-0.702	-0.625	-0.012	-0.110	0.017
78 1150	0.833	-0.549	-0.487	0.524	0.134	-0.031
78 1160	0.949	-0.751	-0.210	0.553	0.146	0.117
78 1170	0.908	-0.857	-0.008	0.069	0.381	0.151
78 1180	0.578	0.511	0.441	0.267	0.190	0.126
78 1190	0.656	0.248	0.070	0.757	0.079	0.102
78 1200	0.879	-0.039	-0.701	0.240	0.297	0.490
78 1210	0.839	-0.626	-0.032	-0.114	0.101	0.650
78 1220	0.635	0.229	-0.270	0.666	-0.219	-0.136
78 1230	0.780	-0.763	-0.201	0.389	-0.004	0.079
78 1240	0.655	-0.535	-0.388	0.097	0.420	0.181
78 1250	0.803	-0.280	0.788	-0.204	-0.207	-0.138
78 1260	0.795	-0.529	0.325	-0.580	0.213	0.163
78 1270	0.812	-0.332	-0.756	0.280	-0.185	-0.136
78 1280	0.851	-0.340	0.319	-0.256	-0.706	-0.266
78 1290	0.777	-0.236	-0.485	-0.594	-0.156	-0.329
78 1300	0.717	0.799	0.059	0.095	-0.042	0.254
78 2010	0.880	-0.751	0.298	0.324	0.241	0.255
78 2020	0.918	-0.834	-0.344	0.007	-0.322	0.011
78 2030	0.746	0.250	-0.796	0.208	-0.074	-0.017
78 2040	0.920	-0.228	-0.410	0.708	-0.116	-0.430
78 2050	0.972	-0.506	0.350	0.226	0.305	-0.671
78 2060	0.798	-0.215	-0.085	0.235	0.531	-0.638
78 2070	0.717	-0.682	-0.082	0.030	0.304	-0.389
78 2080	0.973	-0.910	-0.364	-0.051	0.099	0.021
78 2090	0.773	-0.454	0.634	-0.113	0.347	0.175
78 2100	0.933	-0.933	-0.150	0.074	0.170	-0.075
78 2110	0.295	-0.284	0.355	0.087	0.110	-0.262
78 2120	0.712	-0.474	-0.127	0.401	0.112	0.545
78 2130	0.723	-0.647	-0.254	-0.033	0.473	0.121
78 2140	0.938	-0.599	-0.431	-0.412	0.470	-0.052
78 2150	0.934	-0.848	0.208	-0.323	0.116	-0.233
78 2160	0.780	0.444	-0.292	0.671	0.214	-0.037

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
78 2170	0.822	-0.573	-0.481	-0.212	0.103	0.455
78 2180	0.924	0.124	-0.713	0.632	-0.020	-0.009
78 2190	0.702	0.645	-0.229	-0.284	0.300	-0.250
78 2200	0.920	0.141	-0.620	0.701	-0.106	-0.112
78 2210	0.945	-0.815	-0.170	-0.195	0.426	-0.180
78 2220	0.910	-0.107	-0.535	0.093	0.699	0.338
78 2230	0.986	-0.605	-0.542	0.373	0.352	0.253
78 2240	0.832	0.142	0.254	0.515	0.670	-0.184
78 2250	0.838	-0.681	-0.359	0.281	0.155	-0.378
78 2260	0.953	0.137	-0.881	0.395	-0.019	-0.041
78 2270	0.948	-0.345	0.149	0.720	0.523	0.122
78 2280	0.648	-0.446	-0.605	0.204	0.147	-0.141
78 2290	0.909	-0.458	-0.496	0.617	0.266	-0.038
78 3300	0.831	-0.178	0.589	-0.014	0.584	-0.333
78 3010	0.845	0.212	0.470	-0.545	0.428	-0.315
78 3020	0.897	0.583	-0.517	0.083	-0.399	-0.353
78 3030	0.897	0.114	-0.338	-0.756	-0.164	-0.414
78 3040	0.880	0.566	-0.490	-0.339	-0.321	-0.318
78 3050	0.825	0.502	-0.313	-0.585	-0.080	-0.355
78 3060	0.391	-0.008	0.514	0.328	-0.051	0.127
78 3070	0.951	-0.003	-0.105	-0.843	0.067	-0.475
78 3080	0.441	0.030	0.508	0.405	0.059	0.120
78 3100	0.801	0.594	-0.264	0.341	-0.436	-0.268
78 3110	0.712	0.135	-0.547	0.063	0.577	-0.239
78 3130	0.809	0.321	-0.310	0.017	-0.152	-0.766
78 3140	0.829	0.479	-0.161	-0.523	0.045	-0.545
78 3150	0.356	-0.023	0.489	0.305	-0.082	0.127
78 3160	0.851	-0.361	-0.067	0.180	0.583	-0.587
78 3200	0.864	0.601	0.423	-0.439	0.276	-0.235
78 3220	0.893	0.703	-0.411	0.350	-0.323	0.050
78 3230	0.704	0.305	-0.517	-0.401	0.339	0.261
78 3240	0.905	0.756	-0.182	0.310	-0.341	-0.296
78 3250	0.951	0.641	-0.561	0.223	0.068	0.415
78 3260	0.819	0.093	0.444	-0.700	-0.133	0.325
78 3280	0.978	-0.189	-0.294	-0.824	-0.171	-0.384
78 3310	0.353	-0.163	0.397	0.273	-0.306	0.028
78 3320	0.850	-0.261	-0.458	-0.591	-0.377	-0.283
78 3340	0.736	-0.436	0.655	0.332	0.041	-0.063
78 3350	0.923	0.610	0.438	-0.477	0.347	-0.101
78 3430	0.848	0.288	0.813	-0.134	-0.162	0.244
78 3450	0.865	0.510	0.713	-0.017	-0.088	-0.299
78 4010	0.808	0.704	-0.392	-0.304	-0.070	-0.249
78 4020	0.842	0.590	-0.406	-0.131	-0.313	-0.462
78 4030	0.874	0.149	0.038	-0.776	0.431	-0.249
78 4040	0.686	0.614	0.147	0.340	0.195	0.366
78 4050	0.763	0.567	0.450	-0.330	0.081	0.351

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
78 4060	0.904	0.445	-0.009	-0.710	0.281	-0.351
78 4070	0.912	0.578	-0.384	-0.186	0.620	-0.106
78 4080	0.948	0.827	0.013	-0.282	0.403	0.145
78 4090	0.912	0.316	-0.725	-0.293	0.332	-0.302
78 4100	0.984	0.247	-0.807	-0.261	-0.022	0.451
78 4110	0.938	0.466	-0.588	0.121	-0.509	0.319
78 4130	0.764	0.567	-0.221	-0.067	0.624	-0.005
78 4140	0.842	0.013	-0.385	-0.494	-0.522	0.422
78 4150	0.972	0.087	-0.011	-0.784	0.209	0.553
78 4160	0.832	0.176	0.716	-0.162	-0.490	0.150
78 4170	0.926	0.122	-0.308	-0.615	0.659	-0.051
78 4180	0.844	0.645	-0.497	0.249	-0.171	0.299
78 4190	0.795	0.053	-0.013	-0.792	0.253	0.315
78 4210	0.862	0.706	0.385	0.160	0.412	-0.142
78 4240	0.858	0.200	-0.723	-0.376	-0.392	0.024
78 4250	0.878	-0.166	-0.416	-0.792	-0.214	-0.059
78 4260	0.680	-0.277	-0.236	-0.528	-0.510	0.094
78 4270	0.890	0.726	-0.207	-0.357	0.307	0.313
78 4280	0.669	0.697	-0.400	-0.064	0.058	0.120
78 4320	0.798	0.653	-0.343	-0.325	0.074	0.378
78 4360	0.987	0.746	-0.217	0.606	-0.057	-0.117
78 4370	0.873	0.588	-0.417	0.080	0.465	-0.362
78 4380	0.972	0.769	-0.117	0.519	-0.252	0.185
78 4390	0.816	0.126	-0.209	-0.749	0.342	0.281
78 4420	0.982	0.230	0.258	-0.696	0.353	0.503
78 4480	0.721	0.575	-0.547	-0.231	-0.156	0.118
78 4500	0.856	-0.099	-0.022	-0.711	0.324	-0.484
78 4520	0.954	0.012	0.278	-0.889	-0.079	0.283
78 4550	0.806	0.329	0.275	-0.165	0.371	0.676
78 4570	0.911	0.378	0.737	0.172	0.384	0.217
78 4580	0.843	0.700	-0.418	0.090	0.206	0.358
78 4590	0.983	-0.113	-0.562	-0.770	-0.185	0.167
78 4600	0.884	0.717	-0.430	0.234	0.359	-0.006
78 4670	0.835	0.532	0.595	-0.229	-0.042	0.378
78 4680	0.812	0.585	0.555	0.354	0.007	-0.191
78 4720	0.967	0.719	0.071	0.315	0.544	-0.223
78 4730	0.723	0.713	0.197	0.271	-0.013	0.318
78 5010	0.989	-0.814	-0.239	-0.177	-0.231	0.429
78 5020	0.804	-0.620	-0.041	-0.166	-0.117	0.613
78 5030	0.873	0.606	-0.387	0.517	0.245	0.170
78 6010	0.882	0.340	0.821	-0.016	0.274	-0.127
78 7010	0.823	0.752	-0.446	0.226	-0.047	0.074
78 7020	0.931	0.761	0.339	-0.045	0.468	-0.124
78 8010	0.714	0.051	0.689	0.217	-0.351	-0.258
78 8020	0.625	-0.080	0.624	0.311	-0.118	-0.346

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
79 1010	0.789	-0.793	0.201	-0.305	0.042	0.160
79 1020	0.790	-0.473	-0.436	0.158	-0.468	-0.363
79 1030	0.882	-0.868	0.080	0.265	0.183	0.142
79 1040	0.801	-0.257	-0.791	0.321	0.034	-0.065
79 1050	0.941	-0.940	-0.042	-0.114	0.206	0.029
79 1060	0.911	-0.863	-0.121	-0.237	-0.304	0.062
79 1070	0.946	-0.898	0.168	-0.223	0.180	-0.168
79 1080	0.761	-0.280	-0.502	0.316	-0.009	-0.575
79 1090	0.945	0.141	0.605	0.590	0.371	-0.270
79 1100	0.908	-0.687	0.578	-0.311	-0.042	-0.046
79 1110	0.922	0.425	0.512	0.579	-0.107	0.365
79 1120	0.415	-0.034	-0.364	0.128	-0.515	-0.005
79 1130	0.968	-0.401	-0.884	0.151	-0.046	-0.025
79 1140	0.889	-0.759	-0.527	-0.148	-0.107	-0.019
79 1150	0.812	-0.564	-0.081	-0.383	-0.467	0.350
79 1160	0.916	-0.864	-0.128	0.341	0.187	0.053
79 1170	0.871	-0.657	-0.090	0.608	0.245	0.047
79 1180	0.758	0.531	0.338	0.583	0.144	-0.023
79 1190	0.879	0.222	0.245	0.655	-0.248	0.529
79 1200	0.751	-0.276	-0.309	0.684	0.150	0.300
79 1210	0.838	-0.513	0.578	-0.276	0.405	-0.035
79 1220	0.786	-0.561	0.118	0.622	-0.261	0.052
79 1230	0.844	-0.778	-0.121	0.326	0.340	0.033
79 1240	0.720	-0.438	-0.206	0.396	0.561	-0.117
79 1250	0.892	-0.123	0.782	-0.281	-0.355	0.246
79 1260	0.822	-0.082	0.800	-0.393	0.103	-0.104
79 1270	0.593	-0.270	0.120	-0.045	-0.086	0.704
79 1280	0.964	-0.316	0.237	-0.498	-0.592	0.456
79 1290	0.547	-0.117	-0.302	-0.279	-0.592	0.119
79 1300	0.686	0.748	-0.211	0.232	-0.148	-0.073
79 2010	0.855	-0.817	0.215	0.376	-0.006	-0.005
79 2020	0.968	-0.850	-0.214	-0.180	-0.210	0.350
79 2030	0.879	0.068	-0.707	0.477	-0.369	0.106
79 2040	0.978	-0.149	-0.341	0.785	-0.305	0.361
79 2050	0.966	-0.779	0.007	0.411	-0.421	-0.113
79 2060	0.935	-0.388	0.051	0.360	-0.552	-0.589
79 2070	0.704	-0.612	-0.214	0.530	0.040	-0.030
79 2080	0.933	-0.860	-0.268	0.309	0.029	0.162
79 2090	0.856	-0.629	0.475	0.189	0.230	-0.381
79 2100	0.974	-0.961	0.166	0.023	0.025	-0.146
79 2110	0.414	-0.604	0.083	0.190	0.076	-0.013
79 2120	0.824	-0.778	-0.081	0.249	-0.002	0.387
79 2130	0.864	0.095	0.376	0.677	0.459	-0.210
79 2140	0.980	-0.632	-0.468	-0.130	0.021	-0.587
79 2150	0.946	-0.859	-0.002	0.143	0.095	-0.423
79 2160	0.921	0.323	-0.286	0.844	-0.094	-0.120

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
79 2170	0.666	-0.470	0.538	-0.213	0.305	-0.132
79 2180	0.873	0.104	-0.654	0.618	0.075	0.218
79 2190	0.406	0.249	-0.102	-0.326	0.015	-0.476
79 2200	0.827	-0.141	-0.613	0.641	0.065	0.129
79 2210	0.916	-0.806	0.322	-0.312	0.147	-0.205
79 2220	0.802	-0.354	-0.329	0.384	0.313	-0.568
79 2230	0.920	-0.771	-0.059	0.532	0.184	-0.078
79 2240	0.806	-0.056	0.412	0.623	-0.025	-0.485
79 2250	0.897	-0.294	-0.328	0.509	-0.558	0.364
79 2260	0.681	0.246	-0.314	0.643	-0.131	0.303
79 2270	0.930	-0.489	-0.085	0.746	0.265	-0.237
79 2280	0.855	-0.670	-0.481	0.287	0.146	-0.267
79 2290	0.987	-0.283	-0.380	0.869	-0.083	-0.017
79 2300	0.762	-0.296	0.668	0.121	-0.148	-0.438
79 3010	0.663	0.496	0.563	0.065	-0.110	-0.289
79 3020	0.694	0.539	-0.426	-0.089	-0.363	0.282
79 3030	0.907	-0.016	-0.413	-0.611	-0.571	-0.189
79 3040	0.962	0.735	-0.464	0.190	-0.399	0.107
79 3050	0.777	0.186	-0.238	-0.504	-0.649	0.100
79 3060	0.891	-0.206	-0.479	-0.709	-0.145	-0.310
79 3070	0.777	-0.078	-0.107	-0.676	-0.425	-0.348
79 3080	0.254	0.057	0.410	0.216	0.185	-0.043
79 3100	0.970	0.729	0.278	0.190	-0.492	0.290
79 3110	0.945	0.023	0.164	0.196	-0.592	-0.727
79 3130	0.960	0.307	0.034	-0.092	-0.920	-0.094
79 3140	0.979	0.160	-0.455	-0.360	-0.766	-0.173
79 3150	0.168	0.023	0.353	0.040	0.191	0.070
79 3160	0.921	-0.497	-0.355	-0.031	0.185	-0.716
79 3200	0.889	0.542	0.558	-0.253	-0.378	-0.279
79 3220	0.964	0.623	-0.514	0.368	0.031	0.420
79 3230	0.836	0.427	-0.153	-0.554	0.569	0.012
79 3240	0.971	0.504	-0.315	0.142	-0.709	0.307
79 3250	0.930	0.761	0.302	0.039	0.465	0.206
79 3260	0.854	0.259	0.676	-0.572	0.015	0.059
79 3280	0.881	0.124	-0.342	-0.745	-0.439	-0.029
79 3310	0.127	-0.041	0.322	0.079	0.073	0.101
79 3320	0.853	-0.076	-0.638	-0.639	0.175	-0.034
79 3340	0.751	-0.647	0.394	0.228	0.123	0.333
79 3350	0.889	0.510	0.570	-0.304	-0.171	-0.426
79 3430	0.917	0.348	0.749	-0.327	0.193	0.301
79 3450	0.878	0.652	0.449	-0.005	-0.464	0.189
79 4010	0.749	0.551	-0.289	0.010	-0.580	-0.158
79 4020	0.755	0.452	-0.567	-0.044	-0.466	0.101
79 4030	0.821	-0.187	-0.239	-0.320	-0.142	-0.779
79 4040	0.888	0.748	0.280	0.265	0.412	0.101
79 4050	0.803	0.570	-0.538	0.108	0.394	0.147

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
79 4060	0.801	0.319	-0.131	-0.601	0.058	-0.563
79 4070	0.844	0.222	-0.271	0.173	-0.357	-0.751
79 4080	0.947	0.840	0.263	0.269	-0.021	-0.316
79 4090	0.853	0.196	-0.714	-0.060	-0.183	-0.517
79 4100	0.965	0.300	-0.758	0.094	0.540	-0.014
79 4110	0.971	-0.032	-0.428	-0.777	0.078	0.421
79 4130	0.870	0.517	0.611	0.055	-0.202	-0.431
79 4140	0.734	-0.161	-0.408	-0.675	0.227	0.186
79 4150	0.851	0.701	-0.441	0.075	0.397	0.043
79 4160	0.934	0.373	0.736	-0.229	0.060	0.444
79 4170	0.955	0.151	-0.465	-0.432	-0.040	-0.726
79 4180	0.792	0.505	-0.699	0.029	0.171	0.134
79 4190	0.599	0.355	-0.586	-0.032	0.354	0.051
79 4210	0.905	0.489	0.127	0.569	0.112	-0.560
79 4240	0.864	0.383	-0.644	0.094	-0.087	0.535
79 4250	0.721	-0.0	-0.381	-0.636	0.384	-0.153
79 4260	0.711	0.322	0.262	-0.632	0.359	-0.101
79 4270	0.986	0.433	-0.447	-0.057	0.216	-0.740
79 4280	0.938	0.851	-0.147	0.075	0.432	0.017
79 4320	0.981	0.471	-0.729	0.035	0.467	-0.089
79 4360	0.891	0.564	-0.526	0.524	-0.145	0.023
79 4370	0.868	-0.015	-0.513	-0.264	-0.727	0.085
79 4380	0.989	0.801	-0.102	0.452	0.122	0.344
79 4390	0.905	0.863	0.111	0.187	0.335	0.018
79 4420	0.847	0.575	-0.095	-0.179	0.670	-0.161
79 4480	0.975	0.428	-0.779	-0.204	0.353	0.133
79 4500	0.869	0.020	-0.303	-0.567	0.143	-0.660
79 4520	0.901	0.418	-0.165	-0.730	0.300	0.278
79 4550	0.632	0.208	-0.235	-0.339	0.646	-0.037
79 4570	0.949	0.392	0.688	0.330	-0.064	-0.458
79 4580	0.916	0.689	-0.340	-0.310	0.464	0.117
79 4590	0.913	-0.042	-0.528	-0.496	0.534	-0.317
79 4600	0.841	0.273	-0.122	0.358	-0.138	-0.777
79 4670	0.929	0.709	0.526	0.172	0.019	-0.346
79 4680	0.871	0.541	0.615	0.345	-0.205	0.200
79 4720	0.977	0.576	-0.051	0.412	-0.220	-0.651
79 4730	0.873	0.786	-0.148	0.304	0.375	-0.008
79 4900	0.661	-0.038	0.437	0.603	0.189	-0.263
79 5010	0.896	-0.699	0.024	-0.428	0.301	0.364
79 5020	0.822	-0.153	0.653	-0.254	0.511	0.215
79 5030	0.835	0.463	-0.127	0.766	-0.123	-0.051
79 6010	0.966	0.261	0.718	0.113	-0.214	-0.570
79 7010	0.845	0.688	-0.477	0.060	0.329	0.180
79 7020	0.905	0.646	0.516	0.074	-0.138	-0.444
79 8010	0.726	0.128	0.688	0.011	-0.394	0.286
79 8020	0.612	-0.018	0.620	0.180	-0.440	0.027

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
80 1010	0.838	0.161	-0.709	-0.279	-0.425	-0.224
80 1020	0.965	0.898	-0.225	-0.126	-0.036	0.301
80 1030	0.945	0.434	-0.610	-0.124	-0.535	-0.288
80 1040	0.965	0.811	0.390	0.296	-0.181	0.188
80 1050	0.972	0.381	-0.658	-0.427	-0.355	-0.292
80 1060	0.955	0.252	-0.800	-0.227	-0.415	0.165
80 1070	0.966	-0.057	-0.818	-0.378	-0.233	-0.311
80 1080	0.777	0.835	-0.147	0.004	-0.094	0.223
80 1090	0.964	-0.065	-0.029	0.506	0.499	-0.673
80 1100	0.989	0.061	-0.840	-0.362	-0.379	-0.078
80 1110	0.759	-0.110	0.203	0.807	0.094	-0.213
80 1120	0.638	0.049	-0.069	0.693	-0.187	0.340
80 1130	0.708	0.786	-0.259	-0.121	0.028	0.087
80 1140	0.649	0.379	-0.600	-0.381	0.010	0.028
80 1150	0.936	-0.016	-0.376	0.124	-0.799	0.376
80 1160	0.915	0.724	-0.414	-0.023	-0.265	-0.385
80 1170	0.947	0.739	-0.370	0.132	-0.155	-0.471
80 1180	0.866	0.261	0.267	0.762	0.369	-0.102
80 1180	0.896	-0.108	0.011	0.922	-0.178	-0.054
80 1210	0.903	-0.530	-0.570	-0.100	0.012	-0.536
80 1220	0.899	0.430	-0.389	0.647	-0.366	-0.103
80 1230	0.942	0.143	-0.697	0.038	-0.531	-0.390
80 1240	0.713	0.584	-0.292	-0.082	-0.231	-0.477
80 1250	0.946	-0.663	-0.624	0.241	-0.203	0.137
80 1260	0.909	-0.652	-0.631	-0.124	0.194	-0.179
80 1270	0.907	0.744	0.071	-0.046	-0.561	0.177
80 1280	0.866	-0.343	-0.478	-0.176	-0.512	0.475
80 1290	0.727	-0.128	-0.133	0.373	-0.509	0.543
80 1300	0.839	-0.484	0.456	0.576	0.153	0.206
80 1310	0.565	-0.127	-0.031	0.596	0.175	-0.402
80 2010	0.882	0.347	-0.658	0.062	-0.365	-0.438
80 2020	0.999	0.330	-0.600	-0.211	-0.687	0.117
80 2030	0.621	0.688	0.116	0.317	0.099	0.155
80 2040	0.931	0.335	0.122	0.779	-0.397	0.198
80 2050	0.788	0.656	-0.542	0.227	-0.110	-0.021
80 2060	0.895	0.444	-0.551	0.303	0.482	0.268
80 2070	0.955	0.747	-0.144	0.291	-0.374	-0.388
80 2080	0.967	0.512	-0.463	0.071	-0.697	0.0
80 2090	0.952	0.083	-0.783	-0.166	0.262	-0.486
80 2100	0.937	0.201	-0.775	-0.288	-0.308	-0.343
80 2110	0.744	0.357	-0.425	-0.324	0.255	-0.516
80 2120	0.932	0.166	-0.596	0.224	-0.303	-0.638
80 2130	0.859	0.623	0.425	0.087	0.295	-0.443
80 2140	0.807	0.734	-0.367	-0.256	-0.018	0.260
80 2150	0.953	0.810	-0.304	0.227	0.008	-0.391
80 2160	0.991	-0.081	0.176	0.966	0.061	0.126

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
80 2170	0.726	-0.002	-0.595	-0.064	0.107	-0.597
80 2180	0.894	0.713	0.464	0.405	-0.068	-0.033
80 2190	0.558	0.075	0.124	-0.350	0.581	0.278
80 2200	0.895	0.904	0.252	-0.031	0.078	-0.087
80 2210	0.959	0.096	-0.748	-0.554	-0.253	-0.135
80 2220	0.827	0.656	0.336	0.512	0.117	-0.091
80 2230	0.983	0.760	-0.303	0.178	-0.312	-0.430
80 2240	0.816	0.780	0.007	0.319	0.326	-0.020
80 2250	0.938	0.581	0.175	0.586	-0.449	0.159
80 2260	0.848	0.605	0.504	0.473	0.015	0.067
80 2270	0.937	0.677	-0.220	0.279	0.083	-0.589
80 2280	0.962	0.845	-0.250	-0.342	0.067	-0.254
80 2290	0.898	0.333	0.169	0.829	0.082	-0.252
80 2300	0.803	-0.049	-0.769	-0.039	0.427	-0.159
80 3010	0.749	-0.564	-0.195	0.126	0.612	0.048
80 3020	0.777	0.325	0.507	-0.072	0.092	0.633
80 3030	0.700	-0.193	-0.239	-0.110	-0.124	0.760
80 3040	0.975	0.119	0.699	0.444	0.127	0.508
80 3050	0.871	0.284	0.215	-0.188	0.340	0.770
80 3060	0.810	-0.340	0.103	-0.549	0.135	0.603
80 3070	0.898	-0.206	-0.390	-0.562	0.136	0.608
80 3100	0.974	-0.231	0.522	0.706	0.094	0.375
80 3110	0.844	0.118	-0.143	-0.135	0.888	0.058
80 3130	0.895	0.346	0.077	0.159	-0.252	0.825
80 3140	0.960	-0.178	0.116	-0.046	0.321	0.900
80 3150	0.272	-0.302	0.183	-0.0	-0.013	-0.383
80 3160	0.930	-0.806	-0.346	0.233	0.230	-0.231
80 3200	0.949	-0.777	-0.367	-0.169	0.370	0.214
80 3220	0.849	0.248	0.839	0.203	-0.032	0.206
80 3230	0.696	-0.566	0.309	-0.482	0.218	-0.023
80 3240	0.992	0.196	0.339	0.389	-0.231	0.796
80 3260	0.912	-0.868	-0.317	-0.211	0.115	-0.018
80 3280	0.839	-0.110	0.164	-0.435	0.221	0.750
80 3320	0.500	0.104	0.237	-0.590	-0.200	0.214
80 3340	0.640	-0.178	-0.523	-0.025	-0.194	-0.545
80 3350	0.967	-0.717	-0.122	0.030	0.634	0.188
80 3430	0.873	-0.905	-0.087	-0.048	0.080	-0.196
80 3450	0.921	-0.561	0.180	0.683	0.205	0.253
80 3460	0.602	0.158	0.206	0.342	-0.020	-0.646
80 4010	0.789	0.013	0.274	0.696	0.210	0.430
80 4020	0.795	0.197	0.354	-0.055	0.043	0.791
80 4030	0.809	0.477	-0.013	-0.577	0.393	0.307
80 4040	0.924	0.236	0.877	0.130	0.073	-0.277
80 4050	0.668	-0.052	0.723	-0.252	0.281	-0.017
80 4060	0.878	-0.256	-0.081	-0.550	0.694	0.150
80 4070	0.847	-0.097	0.165	0.147	0.881	0.114

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
80 4080	0.962	-0.434	0.376	0.468	0.641	0.045
80 4090	0.530	0.378	0.390	0.019	0.319	0.364
80 4100	0.937	0.463	0.848	-0.050	-0.013	0.029
80 4105	0.565	-0.127	-0.031	0.596	0.175	-0.402
80 4110	0.964	-0.276	-0.190	-0.688	-0.543	0.290
80 4130	0.782	-0.722	-0.120	0.342	-0.175	0.313
80 4140	0.723	0.083	0.160	-0.822	0.011	0.124
80 4150	0.966	-0.064	0.968	0.042	-0.135	0.069
80 4160	0.859	-0.895	-0.163	0.088	-0.002	-0.155
80 4170	0.638	0.195	0.357	-0.339	0.531	0.275
80 4180	0.823	-0.024	0.840	-0.058	0.229	-0.246
80 4190	0.788	0.291	0.677	-0.395	-0.228	0.195
80 4210	0.955	-0.358	0.055	0.199	0.849	-0.253
80 4240	0.722	0.345	0.731	0.140	-0.016	0.222
80 4250	0.928	-0.052	0.085	-0.934	-0.078	0.199
80 4260	0.858	-0.438	0.141	-0.796	0.110	0.025
80 4270	0.850	-0.324	0.285	-0.087	0.810	0.002
80 4280	0.833	-0.112	0.806	0.019	0.339	-0.236
80 4320	0.915	0.182	0.921	-0.131	0.033	0.129
80 4370	0.980	0.373	0.602	-0.009	0.465	0.512
80 4390	0.947	-0.024	0.918	0.268	0.124	-0.123
80 4420	0.671	-0.285	0.588	-0.318	0.083	-0.367
80 4480	0.908	0.229	0.501	-0.335	-0.679	0.180
80 4500	0.884	-0.747	-0.106	-0.028	0.557	0.063
80 4520	0.932	0.004	0.823	-0.309	-0.324	0.234
80 4550	0.816	0.045	0.717	-0.301	-0.020	-0.457
80 4570	0.986	-0.606	-0.167	0.438	0.619	-0.123
80 4580	0.874	0.135	0.765	-0.488	0.157	0.083
80 4590	0.893	0.103	0.239	-0.895	-0.074	0.140
80 4600	0.828	0.282	0.578	-0.250	0.575	0.147
80 4670	0.918	-0.512	0.264	0.251	0.717	-0.096
80 4680	0.784	-0.692	0.102	0.532	0.104	0.036
80 4720	0.791	0.119	0.347	0.228	0.767	0.128
80 4730	0.642	-0.254	0.646	-0.125	-0.364	0.116
80 4900	0.932	-0.878	-0.154	0.149	0.130	-0.314
80 4930	0.375	-0.024	0.055	0.242	0.305	-0.468
80 4940	0.525	0.482	-0.029	-0.465	0.061	-0.268
80 5010	0.987	-0.479	-0.453	-0.387	-0.616	-0.149
80 5020	0.854	0.472	-0.191	-0.109	-0.351	-0.678
80 5030	0.722	0.225	0.500	0.592	0.265	-0.030
80 6010	0.994	-0.777	-0.370	0.134	0.482	-0.064
80 7010	0.825	0.170	0.838	-0.132	0.267	0.069
80 7020	0.837	-0.595	0.005	0.150	0.628	0.257
80 8010	0.623	-0.569	-0.276	0.400	-0.185	0.168

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
81 1010	0.925	0.590	-0.360	-0.668	0.035	-0.012
81 1020	0.669	0.712	0.199	0.091	0.337	-0.038
81 1030	0.689	0.365	-0.654	-0.329	0.140	-0.006
81 1040	0.659	0.444	0.575	-0.044	-0.244	0.263
81 1050	0.958	0.637	-0.356	-0.636	-0.126	0.069
81 1060	0.875	0.854	-0.117	-0.145	-0.331	-0.041
81 1070	0.957	0.799	-0.329	-0.280	-0.203	0.301
81 1080	0.828	0.757	0.116	0.377	-0.289	-0.126
81 1090	0.843	-0.092	-0.378	0.692	0.376	0.269
81 1100	0.840	0.529	-0.368	-0.651	0.006	0.004
81 1110	0.948	0.617	0.347	0.551	0.320	-0.202
81 1120	0.301	0.353	0.285	0.027	0.288	-0.107
81 1130	0.547	0.408	0.305	-0.233	-0.321	0.361
81 1140	0.697	0.582	0.098	-0.589	-0.044	0.002
81 1150	0.940	0.432	-0.222	0.025	0.819	-0.181
81 1160	0.746	0.670	-0.245	-0.298	0.370	0.108
81 1170	0.799	0.782	-0.202	0.305	0.178	0.146
81 1180	0.970	0.332	0.511	0.765	0.109	-0.042
81 1190	0.865	0.503	0.139	0.733	0.142	-0.190
81 1210	0.889	0.314	-0.833	-0.038	0.087	0.297
81 1220	0.807	0.834	0.119	0.178	0.234	0.107
81 1230	0.759	0.583	-0.380	-0.315	0.266	0.323
81 1240	0.896	0.658	0.253	-0.166	0.012	0.609
81 1250	0.737	0.439	-0.483	0.349	-0.282	-0.331
81 1260	0.852	0.087	-0.718	0.242	-0.461	0.241
81 1270	0.921	0.749	0.334	-0.161	0.310	-0.355
81 1280	0.901	0.216	-0.426	-0.286	-0.556	-0.532
81 1290	0.693	-0.097	-0.428	-0.311	0.449	-0.449
81 1300	0.539	-0.250	0.529	0.044	0.431	0.093
81 1310	0.948	-0.806	-0.302	0.258	-0.346	-0.146
81 2010	0.952	0.862	-0.366	-0.013	0.268	0.053
81 2020	0.963	0.722	-0.231	-0.546	-0.139	-0.265
81 2030	0.906	0.428	0.658	-0.434	0.011	0.318
81 2040	0.928	0.527	0.109	0.011	0.083	-0.794
81 2050	0.627	0.637	-0.245	0.082	-0.002	-0.394
81 2060	0.216	0.288	0.042	0.244	0.121	0.238
81 2070	0.834	0.787	0.294	0.103	0.283	0.195
81 2080	0.928	0.770	-0.105	-0.170	0.416	-0.350
81 2090	0.977	0.654	0.315	0.327	0.566	0.154
81 2100	0.941	0.791	-0.434	-0.104	-0.302	0.159
81 2110	0.716	-0.040	-0.799	0.025	0.175	0.213
81 2120	0.863	0.798	-0.368	0.138	0.241	0.121
81 2130	0.499	-0.449	-0.100	0.419	0.332	0.023
81 2140	0.869	0.664	0.583	-0.186	-0.054	0.228
81 2150	0.942	0.824	-0.139	0.212	0.336	0.293
81 2160	0.999	-0.101	0.336	0.720	0.582	-0.137

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
81 2170	0.914	0.359	-0.218	-0.582	0.592	0.221
81 2180	0.763	0.334	0.713	0.023	0.292	-0.241
81 2190	0.925	0.030	0.343	0.142	-0.770	0.440
81 2200	0.836	0.354	0.727	-0.188	0.377	0.062
81 2210	0.904	0.687	-0.426	-0.157	-0.285	0.380
81 2220	0.963	0.664	0.448	0.407	0.048	0.392
81 2230	0.985	0.843	0.132	-0.197	0.441	0.155
81 2240	0.965	0.514	0.565	0.573	-0.070	0.218
81 2250	0.821	0.334	0.221	0.034	0.686	-0.435
81 2260	0.940	0.282	0.884	-0.080	0.195	-0.184
81 2270	0.893	0.682	0.160	0.481	0.352	0.216
81 2280	0.811	0.659	-0.048	0.007	-0.050	0.610
81 2290	0.880	0.394	0.153	0.601	0.583	0.015
81 2300	0.982	0.534	-0.203	0.735	-0.324	0.098
81 3010	0.947	-0.010	-0.041	0.882	-0.409	0.013
81 3020	0.943	-0.094	0.793	0.134	-0.436	-0.311
81 3030	0.897	0.231	0.476	-0.336	-0.699	0.126
81 3040	0.968	0.011	0.939	0.215	-0.164	-0.116
81 3050	0.907	0.116	0.713	0.155	-0.595	0.085
81 3060	0.984	-0.364	0.071	-0.842	-0.371	-0.021
81 3070	0.833	0.180	-0.045	-0.129	-0.879	0.097
81 3100	0.989	-0.234	0.570	0.653	0.150	-0.401
81 3110	0.639	-0.015	0.041	0.512	-0.060	0.610
81 3130	0.758	0.133	0.412	0.402	-0.579	-0.271
81 3140	0.834	0.003	0.382	0.282	-0.751	-0.212
81 3150	0.928	-0.261	0.767	-0.384	-0.038	-0.349
81 3160	0.913	-0.287	-0.211	0.005	0.886	0.022
81 3200	0.865	-0.115	-0.174	0.277	-0.691	0.517
81 3220	0.895	-0.239	0.909	0.104	0.027	-0.034
81 3230	0.695	0.094	0.172	0.187	-0.721	0.318
81 3240	0.941	-0.106	0.731	0.337	-0.308	-0.433
81 3260	0.808	-0.323	-0.590	0.392	-0.404	0.197
81 3280	0.934	-0.582	0.009	-0.459	-0.607	-0.125
81 3320	0.977	0.075	0.343	-0.761	-0.492	0.182
81 3340	0.532	0.366	-0.494	0.354	-0.118	-0.119
81 3350	0.634	-0.310	0.043	0.544	-0.378	0.313
81 3430	0.811	-0.455	-0.645	-0.412	-0.039	-0.131
81 3450	0.916	-0.137	0.094	0.898	-0.072	-0.278
81 3460	0.558	0.286	0.295	-0.035	0.118	0.611
81 4010	0.855	0.390	0.641	0.446	-0.305	-0.024
81 4020	0.955	0.175	0.622	0.047	-0.731	0.037
81 4030	0.613	-0.121	0.368	-0.407	-0.240	0.489
81 4040	0.629	-0.398	-0.473	0.383	-0.305	0.085
81 4050	0.506	-0.307	0.330	0.026	-0.532	0.139
81 4060	0.906	-0.628	-0.271	0.233	0.045	0.617
81 4070	0.657	-0.189	0.481	0.363	0.388	0.329

Code #	Communalities	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
81 4080	0.771	-0.510	0.146	0.680	0.102	0.130
81 4090	0.603	-0.267	0.305	-0.437	0.427	0.256
81 4100	0.864	0.124	0.829	-0.292	-0.271	0.055
81 4105	0.562	-0.349	0.296	0.519	0.058	0.283
81 4110	0.777	0.054	-0.554	-0.078	-0.502	-0.458
81 4130	0.930	-0.619	-0.642	0.304	0.016	-0.205
81 4140	0.690	-0.455	0.023	-0.592	-0.362	0.035
81 4150	0.919	-0.739	0.447	-0.080	0.400	0.081
81 4160	0.684	-0.222	-0.539	0.484	-0.332	-0.008
81 4170	0.717	-0.556	0.185	-0.432	0.379	0.207
81 4180	0.683	-0.769	-0.013	-0.253	0.062	-0.154
81 4190	0.884	-0.360	0.460	-0.727	0.107	0.061
81 4210	0.685	-0.625	-0.439	0.245	-0.158	0.129
81 4240	0.913	-0.424	0.766	-0.259	0.100	-0.264
81 4250	0.868	-0.056	-0.074	-0.755	-0.522	-0.131
81 4260	0.908	-0.607	-0.649	0.226	-0.172	0.193
81 4270	0.883	-0.793	-0.108	-0.283	0.226	0.332
81 4280	0.819	-0.656	0.053	0.349	0.356	0.371
81 4320	0.790	-0.683	0.467	-0.089	0.093	0.299
81 4370	0.984	-0.495	0.804	0.194	0.209	0.113
81 4390	0.802	-0.632	0.136	-0.209	0.577	0.084
81 4420	0.949	-0.573	-0.204	-0.174	0.686	0.279
81 4480	0.935	-0.530	-0.013	-0.412	0.694	0.051
81 4500	0.784	-0.656	-0.362	-0.262	0.362	0.156
81 4520	0.928	-0.525	0.393	0.118	0.427	-0.549
81 4550	0.647	-0.286	0.711	-0.199	-0.028	-0.139
81 4570	0.918	-0.246	-0.314	0.811	-0.155	0.279
81 4580	0.954	-0.649	0.416	-0.572	0.134	0.121
81 4590	0.954	-0.477	-0.041	-0.750	0.070	0.397
81 4600	0.727	-0.685	0.019	-0.056	0.403	-0.303
81 4670	0.910	-0.763	-0.240	0.345	0.259	0.291
81 4680	0.937	-0.246	-0.131	0.811	0.042	-0.447
81 4720	0.888	-0.216	0.529	0.206	0.402	0.598
81 4730	0.683	-0.491	0.109	-0.516	0.216	0.342
81 4900	0.955	-0.148	-0.584	0.764	0.044	0.073
81 4930	0.872	-0.454	-0.664	0.388	0.170	0.214
81 4940	0.851	0.090	-0.345	0.445	0.657	0.306
81 5010	0.849	-0.001	-0.711	-0.567	0.010	-0.145
81 5020	0.680	0.579	-0.471	0.228	0.266	-0.003
81 5030	0.711	-0.346	0.652	0.140	0.368	-0.106
81 6010	0.987	-0.473	-0.694	0.445	-0.277	-0.087
81 7010	0.932	-0.195	0.919	-0.108	-0.047	0.188
81 7020	0.940	-0.146	0.292	0.786	-0.437	0.157
81 8010	0.734	-0.105	-0.487	0.180	0.097	-0.666